

# 2021-22 LCFF Budget Overview for Parents Data Input Sheet

<b>Local Educational Agency (LEA) Name:</b>	Dry Creek Joint Elementary School District
<b>CDS Code:</b>	31-66803
<b>LEA Contact Information:</b>	Name: Roger Van Putten Position: Chief Business Officer Phone: 916-770-8800
<b>Coming School Year:</b>	2021-22
<b>Current School Year:</b>	2020-21

\*NOTE: The "High Needs Students" referred to in the tables below are Unduplicated Students for LCFF funding purposes.

<b>Projected General Fund Revenue for the 2021-22 School Year</b>	<b>Amount</b>
<b>Total LCFF Funds</b>	\$61,412,188
<b>LCFF Supplemental &amp; Concentration Grants</b>	\$5,113,478
<b>All Other State Funds</b>	\$6,065,220
<b>All Local Funds</b>	\$3,134,418
<b>All federal funds</b>	\$10,624,232
<b>Total Projected Revenue</b>	\$81,236,058

<b>Total Budgeted Expenditures for the 2021-22 School Year</b>	<b>Amount</b>
<b>Total Budgeted General Fund Expenditures</b>	\$80,819,900
<b>Total Budgeted Expenditures in the LCAP</b>	\$46,458,929
<b>Total Budgeted Expenditures for High Needs Students in the LCAP</b>	\$5,349,932
<b>Expenditures not in the LCAP</b>	\$34,360,971

<b>Expenditures for High Needs Students in the 2020-21 School Year</b>	<b>Amount</b>
<b>Total Budgeted Expenditures for High Needs Students in the Learning Continuity Plan</b>	\$4,670,466
<b>Actual Expenditures for High Needs Students in Learning Continuity Plan</b>	\$5,305,833

<b>Funds for High Needs Students</b>	<b>Amount</b>
<b>2021-22 Difference in Projected Funds and Budgeted Expenditures</b>	\$236,454
<b>2020-21 Difference in Budgeted and Actual Expenditures</b>	\$635,367

<b>Required Prompts(s)</b>	<b>Response(s)</b>
<b>Briefly describe any of the General Fund Budget Expenditures for the school year not included in the Local Control and Accountability Plan (LCAP).</b>	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, plant services,

	utilities, and other select programs for the District and school sites which are not included in the LCAP
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CDS Code: 31-66803

School Year: 2021-22

LEA contact information:

Roger Van Putten

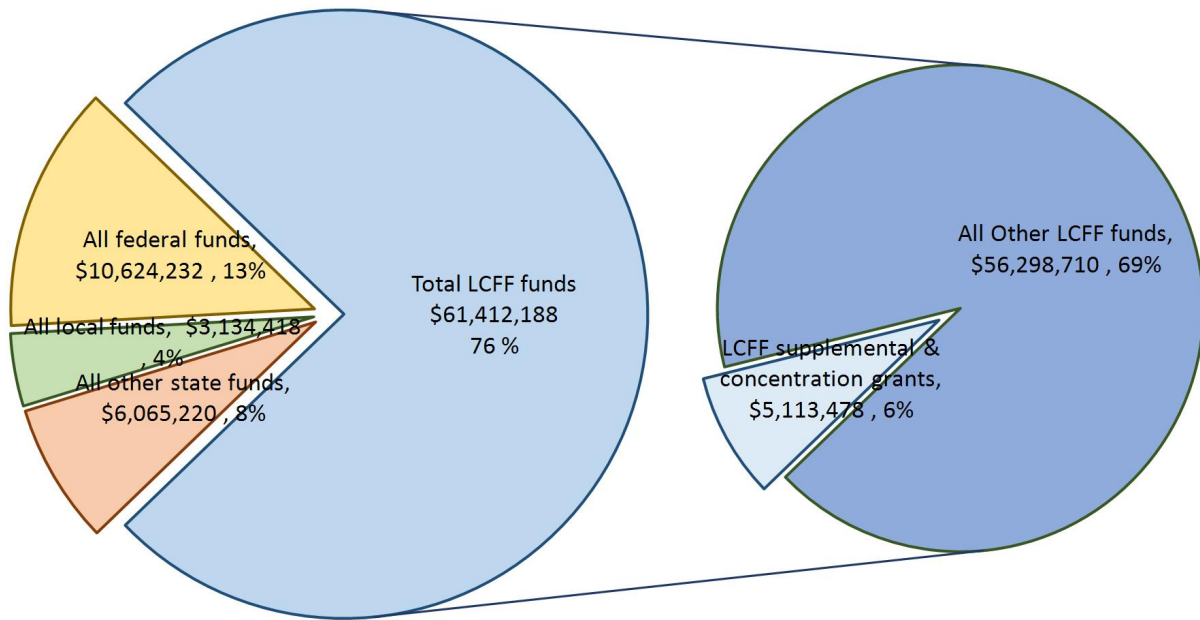
Chief Business Officer

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 2021-22 School Year

### Projected Revenue by Fund Source



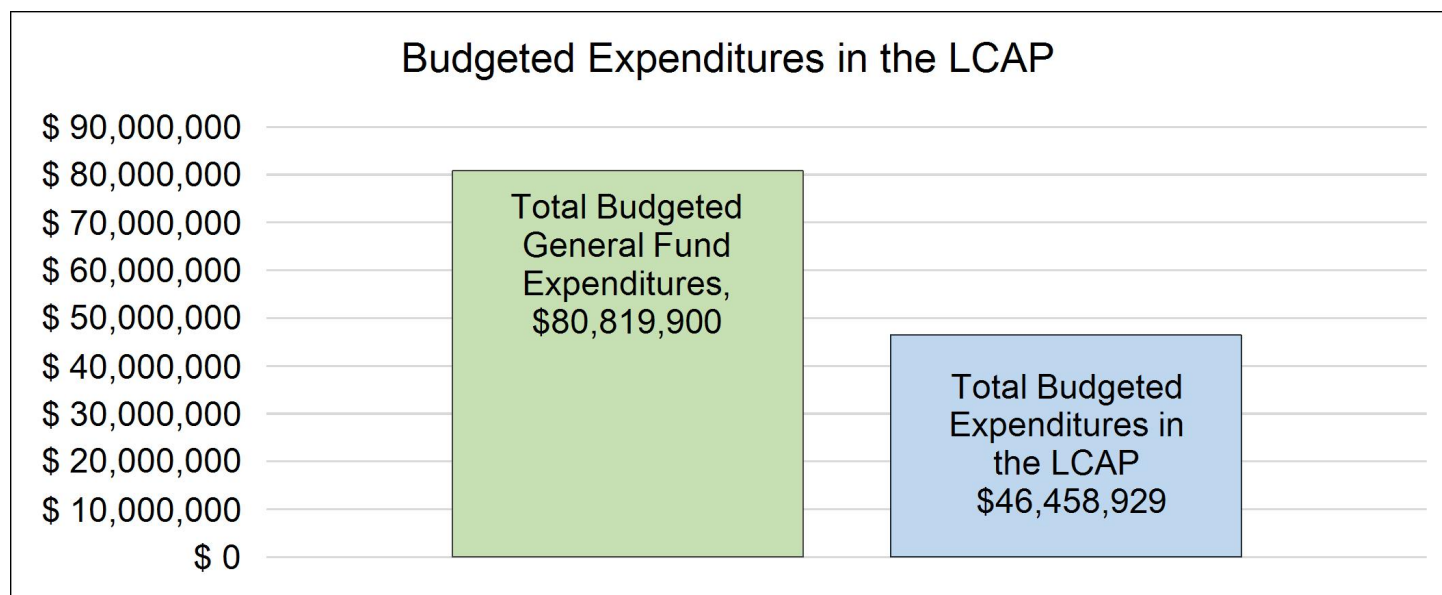
This chart shows the total general purpose revenue Dry Creek Joint Elementary School District expects to receive in the coming year from all sources.

The total revenue projected for Dry Creek Joint Elementary School District is \$81,236,058, of which \$61,412,188 is Local Control Funding Formula (LCFF), \$6,065,220 is other state funds, \$3,134,418 is local funds, and \$10,624,232 is federal funds. Of the \$61,412,188 in LCFF Funds, \$5,113,478 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 2021-22. It shows how much of the total is tied to planned actions and services in the LCAP.

Dry Creek Joint Elementary School District plans to spend \$80,819,900 for the 2021-22 school year. Of that amount, \$46,458,929 is tied to actions/services in the LCAP and \$34,360,971 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

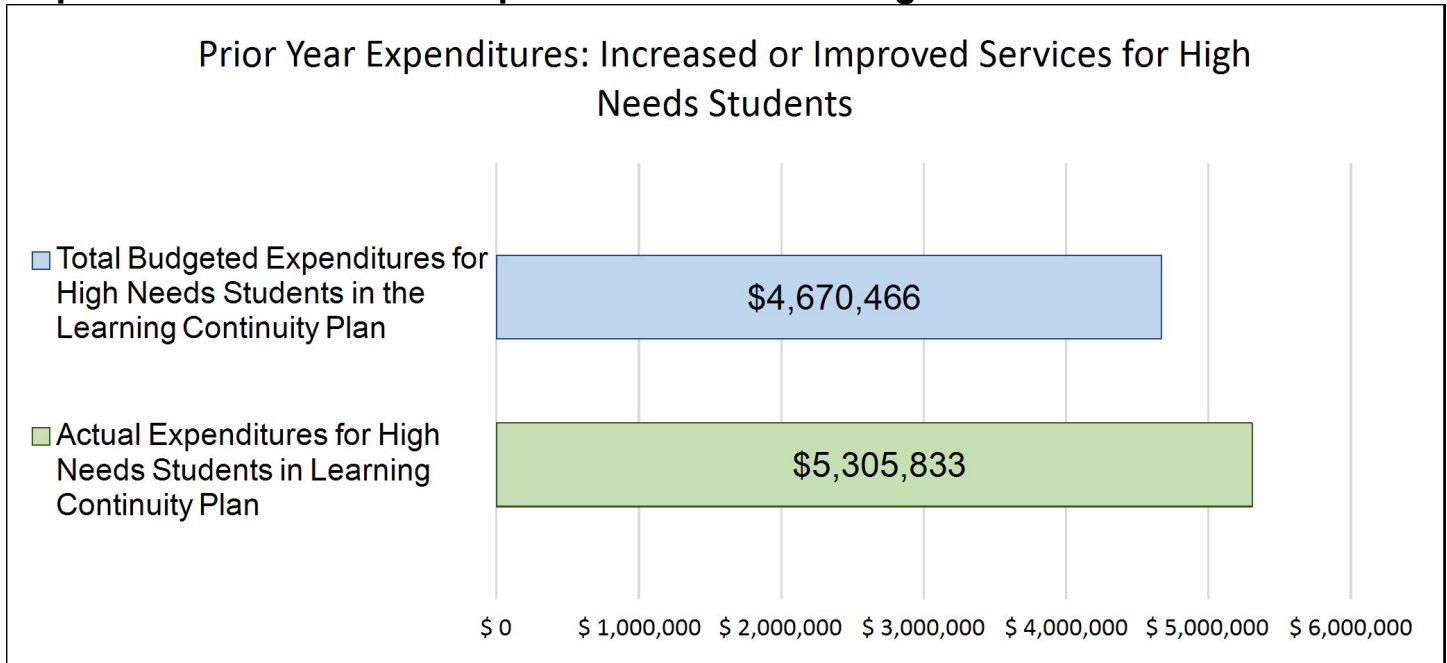
All students, including Special Education students, receive the basic instructional program which includes appropriately credentialed teachers, standards-aligned instructional materials, current technology and access to extra-curricular activities such as after-school sports and clubs. To support the 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, plant services, utilities, 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 2021-22 School Year

In 2021-22, Dry Creek Joint Elementary School District is projecting it will receive \$5,113,478 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 \$5,349,932 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 2020-21



This chart compares what Dry Creek Joint Elementary School District budgeted last year in the Learning Continuity Plan 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.

In 2020-21, Dry Creek Joint Elementary School District's Learning Continuity Plan budgeted \$4,670,466 for planned actions to increase or improve services for high needs students. Dry Creek Joint Elementary School District actually spent \$5,305,833 for actions to increase or improve services for high needs students in 2020-21.

# Annual Update for Developing the 2021-22 Local Control and Accountability Plan

## Annual Update for the 2019–20 Local Control and Accountability Plan Year

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

The following is the local educational agency's (LEA's) analysis of its goals, measurable outcomes and actions and services from the 2019-20 Local Control and Accountability Plan (LCAP).

# Goal 1

Increase time to learn.

State and/or Local Priorities addressed by this goal:

State Priorities:     Priority 1: Basic (Conditions of Learning)  
                             Priority 2: State Standards (Conditions of Learning)  
                             Priority 4: Pupil Achievement (Pupil Outcomes)  
                             Priority 5: Pupil Engagement (Engagement)

Local Priorities:

## Annual Measurable Outcomes

Expected	Actual
<b>Metric/Indicator</b> Kindergarten Screener Score for Transitional Kindergarten (TK) students  <b>19-20</b> TK students will average a score of 60 or higher on the Kindergarten Screener.  <b>Baseline</b> 70 points average score on the Kindergarten screener administered in the spring for TK students transitioning to our Kindergarten program.	Due to the COVID-19 health crisis, the Kindergarten screener scores for outgoing TK students was not completed.
<b>Metric/Indicator</b> Academic Bridge (Summer Program) Pre and Post Assessment  <b>19-20</b> Academic Bridge students will show a minimum of 1 point growth on the Post Assessment.  <b>Baseline</b> Pre-Assessment: Average Writing Score 1.3	Due to the COVID-19 health crisis, the Academic Bridge for Summer 2020 was not held. The District provided additional summer tutoring to students in need.



Expected	Actual
<p>Post Assessment: Average Writing Score 3.0</p> <p>Number of students attending: 276</p>	
<p><b>Metric/Indicator</b> Retention Rates</p> <p><b>19-20</b> Retention rate for ALL students will remain below 1%.</p> <p><b>Baseline</b> 6 students retained 2016-2017</p>	<p>1 student was retained in 2019-2020.</p>
<p><b>Metric/Indicator</b> Kindergarten Readiness Assessment for Bootcamp students</p> <p><b>19-20</b> Bootcamp students will increase their proficiency on the Kindergarten Readiness Assessment by an average of 10 percent or more.</p> <p><b>Baseline</b> 18% average growth on Kindergarten Readiness Assessment. Number of students attending: 31</p>	<p>Due to the COVID-19 health crisis, the Academic Bridge Kindergarten Bootcamp for Summer 2020 was not held. The District provided additional summer tutoring to students in need.</p>

## Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Minimize combination classes.	Certificated salaries, benefits and materials to eliminate combination classes at grade K. LCFF - Supplemental 360,739	Certificated salaries, benefits and materials to eliminate combination classes at grade K. LCFF - Supplemental 263,612.61
<p>Maintain or decrease pupil to teacher target ratio.</p> <p>K-3 24:1 4-5 30:1</p>	Certificated salaries and benefits to maintain 24:1 teacher/student	Certificated salaries and benefits to maintain 24:1 teacher/student

<b>Planned Actions/Services</b>	<b>Budgeted Expenditures</b>	<b>Actual Expenditures</b>
6-8 32:1	<p>ratio in grades K-3. LCFF - Base 13,812,508</p> <p>Certificated salaries and benefits to maintain 30:1 teacher/student ratio in grades 4 and 5. LCFF - Supplemental 823,511</p> <p>Certificated salaries and benefits to reduce at 32:1 teacher/student ratio in grades 6-8. LCFF - Supplemental 528,045</p> <p>Certificated salaries and benefits for 4-8 staff. LCFF - Base 15,406,274</p>	<p>ratio in grades K-3. LCFF - Base 14,209,030</p> <p>Certificated salaries and benefits to maintain 30:1 teacher/student ratio in grades 4 and 5. LCFF - Supplemental 796,771.62</p> <p>Certificated salaries and benefits to reduce at 32:1 teacher/student ratio in grades 6-8. LCFF - Supplemental 611,569.04</p> <p>Certificated salaries and benefits for 4-8 staff. LCFF - Base 18,425,602</p>
Maintain or increase the District Transitional Kindergarten program.	<p>Certificated salaries and benefits to maintain TK staff at 9.0 FTE. LCFF - Base 1,060,389</p> <p>Textbooks and instructional materials for TK program. Lottery: Instructional Materials 0</p>	<p>Certificated salaries and benefits to maintain TK staff at 9.0 FTE. LCFF - Base 1,063,612</p> <p>Textbooks and instructional materials for TK program. Lottery: Instructional Materials 5,799.06</p>
<p>Maintain additional support to school sites for EL's, SED's, and Homeless and Foster Youth programs.</p> <ol style="list-style-type: none"> <li>1. Psychologist and Health Services staff to support our students.</li> <li>2. Items to include transportation, clothing, school supplies, etc.</li> </ol>	<p>Certificated and classified salary and benefits for Psychologists, Health Services staff to provide additional services to identified students in need. LCFF - Supplemental 231,688</p> <p>Certificated and classified salaries and benefits for Ed Service staff to provide additional services to identified students in need. LCFF - Supplemental 7,156</p> <p>Material and supplies, contracts, and extra duty. LCFF - Supplemental 0</p>	<p>Certificated and classified salary and benefits for Psychologists, Health Services staff to provide additional services to identified students in need. LCFF - Supplemental 265,238.87</p> <p>Certificated and classified salaries and benefits for Ed Service staff to provide additional services to identified students in need. LCFF - Supplemental 7,183.00</p> <p>Material and supplies, contracts, and extra duty. LCFF - Supplemental 656.11</p>

<b>Planned Actions/Services</b>	<b>Budgeted Expenditures</b>	<b>Actual Expenditures</b>
Maintain instructional support for Extended Day Kindergarten program.	Classified salaries and benefits to maintain an hour of Instructional Assistant support in the Extended Day Kindergarten classes to assist the classroom teachers with delivery of Extended Day program. LCFF - Supplemental 259,822  Campus Supervisor Support LCFF - Supplemental 56,921	Classified salaries and benefits to maintain an hour of Instructional Assistant support in the Extended Day Kindergarten classes to assist the classroom teachers with delivery of Extended Day program. LCFF - Supplemental 183,920.07  Campus Supervisor Support LCFF - Supplemental 56,921.00
Maintain summer program for incoming at-risk Kindergarten students.	Certificated salaries and benefits for summer program staff. Title I 8,262  Materials and Supplies Title I 3,000  Certificated and classified salaries and benefits for Educational Services staff to develop and implement the summer program. LCFF - Supplemental 7,156	Certificated salaries and benefits for summer program staff. Title I 29,322.69  Materials and Supplies Title I 34.00  Certificated and classified salaries and benefits for Educational Services staff to develop and implement the summer program. LCFF - Supplemental 7,183.00
Maintain or increase a summer program to support identified students with additional time to learn.	Certificated and classified salaries and benefits for Educational Services staff to plan and implement a summer program for identified students. LCFF - Supplemental 7,653  Certificated salaries and benefits for teachers to plan and teach summer program. LCFF - Supplemental 7,156  Materials and Supplies LCFF - Supplemental 5,000	Certificated and classified salaries and benefits for Educational Services staff to plan and implement a summer program for identified students. LCFF - Supplemental 3,591.50  Certificated salaries and benefits for teachers to plan and teach summer program. LCFF - Supplemental 3,591.50  Materials and Supplies LCFF - Supplemental 1,301.19
Based on the May Revise projections, DCJESD may receive additional funds not yet assigned or discussed with stakeholders. Additional	Items to be determined based on identified need. Tentatively	Administrative salaries, benefits, materials, and indirect costs.

<b>Planned Actions/Services</b>	<b>Budgeted Expenditures</b>	<b>Actual Expenditures</b>
services will be based on identified needs during 2019/2020 Fiscal Year.	assigned to materials, and contracted services. LCFF - Supplemental 180,754	LCFF - Supplemental 332,939.14

## Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

All actions and services were implemented as discussed below.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Given that we were physically in school for three quarters of the school year, Dry Creek was able to implement most of the actions and services in Goal 1. There were no K/1 combination classes within the District. Action two was also implemented as the pupil to teacher target ratios were met. Given this is a District and school-wide average ratio, some classes had a few more or less students than the target number. Transitional Kindergarten classes were held at all elementary sites and our TK-8 school. This was an increase of an additional class.

In regard to supports, we have maintained additional supports to the school sites to include 3 School Nurses, 6 Licensed Vocational Nurses, 6 Psychologists and a Director of Student Services and Community Engagement. Foster and Homeless students received coordinated services, transportation, clothing and supplies throughout the school year. Our counselors and administrators referred Homeless, Foster and EL students for academic tutoring as needed. Instructional support for Extended Day Kindergarten was provided to all Kindergarten classes. All of the above services continued as we moved to Distance Learning. Unfortunately due to COVID-19 lockdown and closures, we were unable to hold our Academic Bridge and Kindergarten Bootcamp transition program during Summer 2020. However, we did continue Distance Learning tutoring for identified students.

## Goal 2

Increase access to curricular content.

State and/or Local Priorities addressed by this goal:

State Priorities:     Priority 1: Basic (Conditions of Learning)  
                             Priority 2: State Standards (Conditions of Learning)  
                             Priority 4: Pupil Achievement (Pupil Outcomes)  
                             Priority 5: Pupil Engagement (Engagement)

Local Priorities:

### Annual Measurable Outcomes

Expected	Actual
<b>Metric/Indicator</b> EL Progress California Dashboard Indicator  <b>19-20</b> Maintain "High" or increase to "Very High"  <b>Baseline</b> "High" Status - 80.8% Maintained change - +1.3%	Dashboard results were suspended due to the COVID-19 health crisis.
<b>Metric/Indicator</b> Reclassification Rate for EL students  <b>19-20</b> Percent of EL students reclassified Fluent English Proficient will increase by 2%.  <b>Baseline</b>	21% of EL students were reclassified Fluent English Proficient. This is a 6% increase from the 18-19 school year.

Expected	Actual
<p>Percentage of EL students reclassified Fluent English Proficient 2016-2017: 17%</p>	
<p><b>Metric/Indicator</b> Number of students within identified subgroups participating in College and Career Ready programs: Advanced Math, Project Lead the Way, exploratory courses, Gifted and Talented Education (GATE)</p> <p><b>19-20</b> The number of students (identified subgroups) participating in College and Career Ready programs will maintain or increase as compared to prior year.</p> <p>Students participating in Advanced Math (ALL students) Students participating in Advanced Math (SED/FY) Students participating in Advanced Math (EL/RFEP)</p> <p>Project Lead the Way (ALL students) Project Lead the Way (SED/FY) Project Lead the Way (EL/RFEP)</p> <p>GATE (ALL students) GATE (SED/FY) GATE (EL/RFEP)</p> <p><b>Baseline</b> Students enrolled in College and Career Ready programs:</p> <p>Advanced Math 15%</p> <p>Students participating in full-year AVID course (SED/FY) students 47 Students participating in full-year AVID course (EL/RFEP) 38</p> <p>Project Lead the Way (SED/FY) 165</p>	<p>The number of students who participated in College and Career Ready Courses</p> <p>403 students participated in Advanced Math (ALL) 91 students participated in Advanced Math (SED/FY) 101 students participated in Advanced Math (EL/RFEP)</p> <p>390 students participated in Project Lead the Way (ALL) 141 students participated in Project Lead the Way (SED/FY) 92 students participated in Project Lead the Way (EL/RFEP)</p> <p>297 students participated in GATE (ALL) 55 students participated in GATE (SED/FY) 58 students participated in GATE (EL/RFEP)</p>

Expected	Actual
<p>Project Lead the Way (EL/RFEP) 121</p> <p>GATE 12.7%</p>	
<p><b>Metric/Indicator</b> Number of technology devices for student use</p> <p><b>19-20</b> Purchase additional devices as budget allows to increase access at elementary sites as compared to the year before.</p> <p><b>Baseline</b> Chromebooks - 4,913 Middle Schools: 1:1 ratio Elementary Schools: approximately 2:1 ratio</p> <p>iPads - 474 6 iPads per TK/K-1 classroom Learning Center Individual Education Plans English Language Development Programs</p>	<p>Number of Chromebooks - 8,100</p> <p>Middle School 1:1 ratio Elementary Schools 1:1 ratio in grades 4 &amp; 5, approximately 2:1 ratio in grades 2 &amp; 3</p> <p>iPads - 850 335 iPads TK/K-1 Classrooms 40 iPads per Learning Center 21 iPads for Individual Education Plans 18 iPads for English Language Development Programs</p>
<p><b>Metric/Indicator</b> Number of GLAD trained certificated staff TK-8</p> <p><b>19-20</b> Maintain ALL certificated staff are GLAD trained.</p> <p><b>Baseline</b> 208 certificated staff have been GLAD trained.</p>	<p>285 certificated staff are GLAD trained in the District. We increased the number of GLAD trained staff by 13.</p>
<p><b>Metric/Indicator</b> Students moving up one Proficiency Level on the CELDT 2017-2018 ELPAC 2018-2020</p> <p><b>19-20</b></p>	<p>Due to the COVID-19 health crisis, ELPI results were suspended. Only 41% of our EL students were fully assessed using the ELPAC Summative Assessment.</p>

Expected	Actual
<p>Increase yearly the number of students moving into higher proficiency levels.</p> <p><b>Baseline</b></p> <ol style="list-style-type: none"> <li>1. Students moving from Beginning to Early Intermediate - 72</li> <li>2. Students moving from Early Intermediate to Intermediate - 96</li> <li>3. Students moving from Intermediate to Early Advanced - 145</li> <li>4. Students moving from Early Advanced to Advanced - 89</li> </ol>	

## Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>Provide teachers and students with technology tools and access to enhance and support appropriate curriculum. (TK-8)</p> <ol style="list-style-type: none"> <li>1. Continue to facilitate Google training as needed at all grade levels and support the implementation of Chromebooks and iPads in the TK-8 classrooms.</li> <li>2. Technology Advancing Curriculum (TAC) teachers to provide each site with regular training and lead staff with implementation of innovative curricular technology, application, lessons and support.</li> <li>3. Technology Integration Committee will continue to develop lessons/units to determine end-of-year technology expectations for students as they relate to core curriculum.</li> </ol>	<p>Certificated and classified salaries and benefits for Educational Services staff to oversee and coordinate the research, planning and execution in conjunction with the Technology Department. LCFF - Supplemental 51,119</p> <p>Certificated salaries and benefits for teacher stipend positions (TAC) to continue support and roll-out efforts across the District. Lottery 15,075</p> <p>Materials, supplies, resources, substitutes and/or training for technology integration. LCFF - Supplemental 9,000</p> <p>Classified salaries and benefits for Technology Department staff to</p>	<p>Certificated and classified salaries and benefits for Educational Services staff to oversee and coordinate the research, planning and execution in conjunction with the Technology Department. LCFF - Supplemental 51,568</p> <p>Certificated salaries and benefits for teacher stipend positions (TAC) to continue support and roll-out efforts across the District. Lottery 20,371.82</p> <p>Materials, supplies, resources, substitutes and/or training for technology integration. LCFF - Supplemental 20,424.90</p> <p>Classified salaries and benefits for Technology Department staff to</p>



Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	support device implementation at school sites. LCFF - Supplemental 77,210	support device implementation at school sites. LCFF - Supplemental 75,654.57
<ol style="list-style-type: none"> <li>1. Provide professional learning to build general education and EL specialist capacity to teach ELD.</li> <li>2. EL specialists will participate in regular monthly meetings to address improvement of our program, strategies and resources and build capacity within the team.</li> <li>3. EL specialists will collaborate with general education teachers on best practices to support English Learners.</li> <li>4. Implement identified services determined by EL program evaluation and work group accommodations.</li> </ol>	<p>Certificated and classified salaries and benefits for Educational Services staff to oversee and coordinate professional development and implementation of the ELD standards and profile. LCFF - Supplemental 58,275</p> <p>Professional development contracts, travel and conference, materials and supplies, and extra duty. LCFF - Supplemental 6,500</p>	<p>Certificated and classified salaries and benefits for Educational Services staff to oversee and coordinate professional development and implementation of the ELD standards and profile. LCFF - Supplemental 58,751.00</p> <p>Professional development contracts, travel and conference, materials and supplies, and extra duty. LCFF - Supplemental 10,109.85</p>
<ol style="list-style-type: none"> <li>1. Complete GLAD training for current certificated staff TK-8.</li> <li>2. Provide training for newly hired certificated staff TK-8.</li> <li>3. Provide GLAD refresher training for previously trained staff.</li> </ol>	<p>Certificated and classified salary and benefits for staff to oversee the planning and implementation of GLAD training across the District. LCFF - Supplemental 58,275</p> <p>Certificated substitute costs for teachers participating in GLAD training. Title III 11,000</p> <p>Materials and Supplies Title III 5,000</p> <p>GLAD re-certification for trainers Title III 1,000</p>	<p>Certificated and classified salary and benefits for staff to oversee the planning and implementation of GLAD training across the District. LCFF - Supplemental 58,751.00</p> <p>Certificated substitute costs for teachers participating in GLAD training. Title III 15,835.62</p> <p>Materials and Supplies Title III 2,990.34</p> <p>GLAD re-certification for trainers Title III 2,000.00</p>
<p>Increase learning opportunities for College and Career Readiness to include but not limited to:</p> <ul style="list-style-type: none"> <li>• Project Lead the Way</li> <li>• Exploratory courses</li> <li>• STEAM opportunities</li> <li>• Advanced Math Pathway</li> </ul>	<p>Certificated and classified salaries and benefits to oversee and coordinate implementation, professional development, resources and programs. LCFF - Supplemental 51,119</p>	<p>Certificated and classified salaries and benefits to oversee and coordinate implementation, professional development, resources and programs. LCFF - Supplemental 51,568.00</p>

<b>Planned Actions/Services</b>	<b>Budgeted Expenditures</b>	<b>Actual Expenditures</b>
	Materials and supplies, travel and conference, professional development, extra duty and contracts. LCFF - Supplemental 28,122	Materials and supplies, travel and conference, professional development, extra duty and contracts. LCFF - Supplemental 10,147.49
Maintain or increase EL/Reading specialists to address the specific needs of students at each school site.	Certificated salary and benefits to maintain 6.0 FTE EL/Reading specialists to support EL and SED identified students specifically in reading targeting vocabulary, comprehension and writing. LCFF - Supplemental 755,127	Certificated salary and benefits to maintain 6.0 FTE EL/Reading specialists to support EL and SED identified students specifically in reading targeting vocabulary, comprehension and writing. LCFF - Supplemental 754,077.86
<p>Increase supports for students through our District-wide Multi-tiered System of Supports (MTSS).</p> <ol style="list-style-type: none"> <li>1. Funds will be given directly to sites in order to provide specific programs and supports to meet identified needs of our EL, SED, Homeless, Foster Youth, and At-risk students.</li> <li>2. Provide universal screener to be used for monitoring student progress throughout the year.</li> </ol>	<p>Certificated and classified salaries and benefits for Educational Services staff to oversee and coordinate resources and personnel to support the identified groups at each school site. LCFF - Supplemental 7,156</p> <p>Contract for universal screener to monitor student progress. LCFF - Supplemental 15,000</p> <p>Funds to support school site programs for identified populations (SED/FY) to include certificated/classified salaries and benefits, and materials. LCFF - Supplemental 42,055</p> <p>Funds to support site programs for identified populations (EL) to include certificated/classified salaries and benefits, and materials. LCFF - Supplemental 45,699</p>	<p>Certificated and classified salaries and benefits for Educational Services staff to oversee and coordinate resources and personnel to support the identified groups at each school site. LCFF - Supplemental 7,183.00</p> <p>Contract for universal screener to monitor student progress. LCFF - Supplemental 13,209.44</p> <p>Funds to support school site programs for identified populations (SED/FY) to include certificated/classified salaries and benefits, and materials. LCFF - Supplemental 71,405.51</p> <p>Funds to support site programs for identified populations (EL) to include certificated/classified salaries and benefits, and materials. LCFF - Supplemental 5,998.15</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	Materials and supplies, resources and contracts to support academic interventions. LCFF - Supplemental 5,000	Materials and supplies, resources and contracts to support academic interventions. LCFF - Supplemental 4,403.15
Provide general education classroom teachers in grades TK-3 with instructional planning time.	<p>Certificated salaries and benefits for the TK-3 curricular planning program. LCFF - Supplemental 332,972</p> <p>Certificated salaries and benefits for the TK-3 curricular planning program. LCFF - Base 368,515</p>	<p>Certificated salaries and benefits for the TK-3 curricular planning program. LCFF - Supplemental 316,861.13</p> <p>Certificated salaries and benefits for the TK-3 curricular planning program. LCFF - Base 358,408.51</p>

## Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

All actions and services were implemented as discussed below.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Though we closed for in-person instruction in early March, we were able to implement all of the actions in Goal 2. Now more than ever, the use of technology tools and platforms is essential. Our teachers and students have access to both and use it as part of their teaching and learning on a daily basis. Our Technology Advancing Curriculum (TAC) leaders led trainings for our staff on all of the Google Suite operations at different times throughout the year. In addition, trainings were provided for the new teacher devices. The Technology Integration Committee met two of the three scheduled meetings and continue to develop tech integrated lessons and resources for future use District-wide. We were able to maintain our EL/Reading Resource teachers this school year. They provided additional supports to our students daily in the form of progress monitoring, small group and co-teaching models. EL/Reading Resource specialists attended monthly meetings, working on best practices to improve programs, strategies and resources across the District. They collaborated with general education teachers on instructional and best practices including GLAD, designated and integrated lessons, and language development. This work continued through spring Distance Learning. Using information from evaluation of our EL program, our EL Master Plan team completed a plan for our District and presented it to our Board in August 2020.

In addition, GLAD training was held and 13 additional staff received Tier I certification. Our Instructional Coaches worked with sites to provide guidance with GLAD implementation.

In regard to college and career readiness, all 6-8 schools implemented Project Lead the Way (PLTW) courses, including Design and Modeling, Automation and Robotics, Medical Detectives and Computer Science. Exploratory courses were offered to all 6-8 students and included a combination of PLTW, Tech Shop, Farm to Fork, World Cultures, Middle School Discovery, Visual Arts, Performing Arts, Introduction to Foreign Language, Introduction to Video Production, Real World, and Leadership. STEAM opportunities were offered through our Mobile STEAM labs, Google Expeditions and classroom based projects and lessons. Advanced Math was offered to all 6-8 students who qualified. Funding was provided to the school sites to support our District-wide Multi-tiered System of Supports (MTSS) to increase or improve services for our students. Services were provided to students throughout the District even through Distance Learning (DL) including interventions, mental health therapy, tutoring, EL services, collaborative conferences and progress monitoring. Universal screening was used to measure progress and identify students for extra supports. Staff were provided weekly instructional planning to meet the needs of their students.

The main challenge for implementation was the months of March-the first part of June while in DL due to the COVID-19 shut down. We had to collaborate with all departments, site administration and school staff in all positions to implement supports and services via distribution of technology equipment to access online platforms, new schedules and hard copy materials that were dropped off at home. Each site staff worked diligently to ensure that services were still provided to ALL students, including students with unique needs, EL, SED and Foster/Homeless Youth.

## Goal 3

Maintain safe and orderly schools with positive school climate.

State and/or Local Priorities addressed by this goal:

State Priorities:     Priority 1: Basic (Conditions of Learning)  
                              Priority 5: Pupil Engagement (Engagement)  
                              Priority 6: School Climate (Engagement)

Local Priorities:

### Annual Measurable Outcomes

Expected	Actual
<p><b>Metric/Indicator</b>            Maintain high levels (good or higher status) of facilities inspection as measured by the District's Facilities Inspection Tool (FIT).</p> <p><b>19-20</b>            Facilities will be safe and conducive to learning. Maintain high levels of facilities inspection as measured by the District's Facilities Inspection Tool (FIT). Scores for all school sites will maintain or increase to "good" status.</p> <p><b>Baseline</b>            1 ACMS 85.46% FAIR            2 AM 88.18% FAIR            3 BR 82.50% FAIR            4 CR 92.86% GOOD            5 CVR 100.00% EXEMPLARY            6 HO 91.25% GOOD            7 OL 92.02% GOOD            8 QG 91.52% GOOD            9 SMS 91.92% GOOD</p>	<p>The District Facilities Inspection Tool (FIT) results for 2019-2020 were:</p> <p>ACMS 93.76 Good / Down 4.11% from 2018-2019            AM 95.54 Good / Up 10.92% from 2018-2019            BR 97.50 Good / Up 3.75% from 2018-2019            CR 96.43 Good / Down .89% from 2018-2019            CVR 98.38 Exemplary / Down 1.17% from 2018-2019            HO 95.07 Good / Down .68% from 2018-2019            OL 95.31 Good / Down .26% from 2018-2019            QG 96.88 Good / Up 3.29% from 2018-2019            SMS 96.43 Good / Up 5.36% from 2018-2019</p>
<p><b>Metric/Indicator</b>            District Attendance Rate</p>	<p>The attendance rate for 2019-2020 as of February was 96.3%.</p>

Expected	Actual
<p><b>19-20</b> Maintain attendance rate at 97% or higher.</p> <p><b>Baseline</b> District attendance rate - 97%</p>	<p>A full year attendance rate is not available due to the COVID-19 health crisis.</p>
<p><b>Metric/Indicator</b> Chronic Absenteeism Dashboard Indicator</p> <p><b>19-20</b> Decrease by 1%</p> <p><b>Baseline</b> Chronic Absenteeism Dashboard is still unavailable. The baseline below is determined by DataQuest: 401 students or 5.7%</p>	<p>Due to the COVID-19 health crisis, Dashboard results were suspended for the 2019-2020 school year.</p>
<p><b>Metric/Indicator</b> Suspension Rate Dashboard Indicator</p> <p><b>19-20</b></p> <ol style="list-style-type: none"> <li>1. Maintain suspension rate for ALL students at "Very Low" status.</li> <li>2. Reduce suspension rate for EL students to "Very Low" status.</li> <li>3. Reduce suspension rate for SED students to "Very Low" status.</li> <li>4. All other subgroups will maintain a "Low" or "Very Low" status.</li> </ol> <p><b>Baseline</b></p> <ol style="list-style-type: none"> <li>1. ALL students have a "Medium" status at 2.9% with change of 0%.</li> <li>2. EL students have a "Medium" status at 1.9% with a change of +.6%.</li> <li>3. SED students have a "High" status at 4.3% with a change of -.3%.</li> </ol>	<p>Due to the COVID-19 health crisis, this data was not reported on the Dashboard for 2019-2020 school year.</p> <p>However, suspension rates were calculated through February 2020, though the reflected percentage below should not be used to compare from year to year as they do not include all months of the school year.</p> <p>Dry Creek 1.5% State of California 2.6%</p>

Expected	Actual
<p><b>Metric/Indicator</b> Expulsion Rate</p> <p><b>19-20</b> Maintain expulsion rates below .25%.</p> <p><b>Baseline</b> 0%</p>	<p>0.2% of students were Expelled in 2019-2020. This was a 2% decrease from 2018-2019.</p>
<p><b>Metric/Indicator</b> Parent School Survey</p> <p><b>19-20</b> Increase the percentage of agreement for the parent survey questions:</p> <ol style="list-style-type: none"> <li>1. Parents feel that bullying is NOT a problem at school.</li> <li>2. Parents feel that their students feel safe at school.</li> <li>3. Parents feel that their students get along with each other and respect their differences.</li> <li>4. Parents feel that all students are treated fairly.</li> </ol> <p><b>Baseline</b></p> <ol style="list-style-type: none"> <li>1. 19% of parents that report bullying is occurring at school.</li> <li>2. 96% of parents that feel the school is a safe place for their children.</li> <li>3. 87% of parents that feel students are treated with fairness and respect.</li> </ol>	<p>The District partnered with Hanover Research for the LCAP survey for 2019-2020. Parents were surveyed and the baseline data for the questions is below.</p> <p>36% of parents feel that bullying is a problem at school. This question was reworded this year. This will create a baseline for future surveys.</p> <p>84% of parents feel that their students feel safe at school. This is a 3% decrease.</p> <p>89% of parents feel that their students get along with each other and respect their differences. This is a 16% growth.</p> <p>73% of parents feel that all students are treated fairly. This is a 5% decrease.</p>
<p><b>Metric/Indicator</b> Student School Survey</p> <p><b>19-20</b> Increase the percentage of agreement for student survey questions.</p> <p><b>Baseline</b></p> <ol style="list-style-type: none"> <li>1. 32% of students that report bullying occurs</li> </ol>	<p>The District partnered with Hanover Research for the LCAP survey for 2019-2020. Students in grades 4-8 were surveyed and the baseline data for the questions is below.</p> <p>72% of students feel that their school is a safe place. This is a 2% growth.</p> <p>12% of students report that they have been verbally bullied at school. This is a 48% decrease.</p>



Expected	Actual
<p>at school.</p> <p>2. 83% of students reporting that they feel the school is a safe place.</p> <p>3. 60% of students reporting that they feel they are treated with fairness and respect.</p>	<p>47% of students feel that they can explain their feelings to others. This is a 1% growth.</p> <p>60% of students feel they can calm themselves down when they are upset. This is a 12% growth.</p> <p>94% of students report that they accept others for who they are, even if they are different than them. This is a 1% growth.</p>
<p><b>Metric/Indicator</b> Middle School Dropout Rate</p> <p><b>19-20</b> Maintain dropout rates below .25%.</p> <p><b>Baseline</b> 0%</p>	<p>0% of middle school students dropped out.</p>

## Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Maintain or increase counselor support District-wide to support students with additional academic, social-emotional and behavioral needs.	<p>Certificated salaries and benefits for school counselor(s) to support students with additional academic, social/emotional, and behavioral needs. LCFF - Supplemental 425,889</p> <p>Materials, supplies, resources, contracts, professional development, and extra duty for counseling team. LCFF - Supplemental 5,000</p>	<p>Certificated salaries and benefits for school counselor(s) to support students with additional academic, social/emotional, and behavioral needs. LCFF - Supplemental 375,878.72</p> <p>Materials, supplies, resources, contracts, professional development, and extra duty for counseling team. LCFF - Supplemental 3,680.14</p>
<p>Monitor daily attendance at each school site.</p> <ul style="list-style-type: none"> <li>Recognition and incentives at school sites for positive and improved attendance.</li> <li>Communicate with parents regarding the importance of attendance and long-term effects of chronic absenteeism.</li> </ul>	<p>Certificated and classified salaries and benefits for District liaison for attendance to oversee and coordinate attendance, suspension and expulsion data. Liaison will track these by</p>	<p>Certificated and classified salaries and benefits for District liaison for attendance to oversee and coordinate attendance, suspension and expulsion data. Liaison will track these by</p>



<b>Planned Actions/Services</b>	<b>Budgeted Expenditures</b>	<b>Actual Expenditures</b>
<ul style="list-style-type: none"> <li>• Offer support to students and families to ensure high levels of attendance.</li> <li>• Utilize SART and SARB processes for chronic absences and truancy.</li> <li>• Partner with School Resource Officer for assistance with truancy.</li> <li>• Track attendance and suspension/expulsion rates by subgroup.</li> <li>• Continue "In Class Today" Attendance Campaign.</li> </ul>	subgroup and monitor patterns. LCFF - Supplemental 7,156  Materials and supplies, and contracts. LCFF - Supplemental 7,000	subgroup and monitor patterns. LCFF - Supplemental 7,183.00  Materials and supplies, and contracts. LCFF - Supplemental 10,000.00
Provide training for staff and administration on strategies and supports available to assist students and families in order to keep Foster Youth and Homeless students in school.	Certificated and classified salaries and benefits for District liaison for attendance to provide training to staff. LCFF - Supplemental 7,156	Certificated and classified salaries and benefits for District liaison for attendance to provide training to staff. LCFF - Supplemental 7,183.00
Partner with Hanover Research to develop and administer school site surveys to monitor and evaluate climate and culture in our schools. <ul style="list-style-type: none"> <li>• All school surveys will include anti-bullying and school connectedness questions to analyze trends and identify areas of need.</li> </ul>	Survey Monkey LCFF - Supplemental 1,200  Certificated salaries and benefits for Educational Services staff to assist site principals with parent and student surveys. LCFF - Supplemental 12,859  Contracted services with Hanover Research for program evaluations, surveys and research on best practices. LCFF - Supplemental 53,159	Survey Monkey LCFF - Supplemental 1,200.00  Certificated salaries and benefits for Educational Services staff to assist site principals with parent and student surveys. LCFF - Supplemental 12,836.00  Contracted services with Hanover Research for program evaluations, surveys and research on best practices. LCFF - Supplemental 55,613
Facilitate the prompt transfer of student records and connect Foster Youth, Homeless and Low Income students and guardians with supports and services available to families and students. Use Foster Focus to ensure maximum support and communication with coordinating agencies.	Certificated and classified salaries and benefits for District Foster Youth Liaison to collect and provide resources and to support facilitation of record transfers. LCFF - Supplemental 7,156	Certificated and classified salaries and benefits for District Foster Youth Liaison to collect and provide resources and to support facilitation of record transfers. LCFF - Supplemental 7,183.00
Maintain a highly responsive and proactive facilities maintenance plan using the latest technologies and strategies to insure building and	Use Routine Restricted Maintenance funds as needed to keep school facilities in good	Use Routine Restricted Maintenance funds as needed to keep school facilities in good

<b>Planned Actions/Services</b>	<b>Budgeted Expenditures</b>	<b>Actual Expenditures</b>
program sustainability and safety. Update the District's Facilities Master Plan to adjust for the recent and future demographic changes.	repair and utilize information from Facilities Inspection Tool as indicated by the data. LCFF - Base 1,577,987	repair and utilize information from Facilities Inspection Tool as indicated by the data. LCFF - Base 1,322,794.68
Provide funds to sites to develop and implement social and emotional support under their Multi-Tiered System of Supports. 1. Expand PBIS across the District. 2. Provide funds to sites for school-based mental health therapy with Marriage Family Therapist. 3. Professional Development for Restorative Practices	Contracted services, PBIS program MOU with PCOE. LCFF - Supplemental 27,046  Certificated and classified salaries and benefits of District staff to coordinate and process PBIS program. LCFF - Supplemental 7,156  Contracts for school-based mental health therapy. LCFF - Supplemental 46,459  Materials, contracts, and resources for Restorative Practices and school climate. LCFF - Supplemental 25,935	Contracted services, PBIS program MOU with PCOE. LCFF - Supplemental 11,016.35  Certificated and classified salaries and benefits of District staff to coordinate and process PBIS program. LCFF - Supplemental 7,183  Contracts for school-based mental health therapy. LCFF - Supplemental 56,517.75  Materials, contracts, and resources for Restorative Practices and school climate. LCFF - Supplemental 4,989.47

## Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

All actions and services were implemented as discussed below.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

School climate and safety within our campuses is extremely important. Though we transitioned to Distance Learning in the early Spring of 2020, the actions and services for this goal were completed and/or carried into our Distance Learning phase for the last 3 months of school. Staffing levels for school-based counseling support was maintained. The counselors participated in many professional learning sessions to increase their capacity with addressing the ever changing needs of the students. We also maintained our two mental health clinicians serving our special needs populations. Services were provided to students both during in-

person and Distance Learning. Counseling sites were set up and regular check ins and student groups were met with throughout the year. Through January, sites recognized students for positive and improved attendance. Regular communications with parents are important and site staff regularly met with families to support positive school attendance and identify barriers they might face with attending school regularly. Parent information was communicated through school and District newsletters. The focus on communication was in regard to the importance of TK and Kindergarten and the long term impact of chronic absenteeism. Teachers discussed these things with parents at conference time in November, as they were given information from our Attendance Matters campaign. Supports were offered to families including developing attendance success plans, designating safe routes to school, purchasing alarm clocks, and wrap around supports through the SART and SARB processes. 2019-2020 wrapped up our final year with our "In Class Today" attendance campaign. As we moved into Distance Learning (DL), the focus for attendance became whether or not students were able to access their DL and whether or not they were engaged and attending. Teams at each school site worked with individual students and families to make sure students were attending and engaged on a regular basis. Phone calls home, parent/student tutorials, SSTs, providing additional resources and home visits were some of the strategies used to ensure student attendance during DL.

Our Foster Youth and Homeless Liaison (FYHL) regularly provided guidance to administration, office staff and the counseling teams. She also provided assistance as needed with records and any supports available to our students and families. In addition, our FYHL worked closely with both Placer and Sacramento County Children's services to ensure foster parents and families were supported with expedited enrollment, tutoring, school supplies, shelter, transportation, and any other resources needed to attend school and access DL. Using data from surveys, we were able to make plans and provide specific services. Students in 4th-8th grade participated in our yearly school climate survey, providing data in regard to school connectedness and social emotional needs District-wide and within each school site. Survey data was distributed to all sites and reviewed by District Leadership Team, all 9 School Site Councils, and all 9 school staff which guided development of 2020-2021 SPSA Goal 2 for each site. This data will be compared to the Spring 2021 data in order to address any specific needs or change in needs of our students as we transition back to a typical school year in fall 2021.

Additional funding was provided to sites to develop and implement social and emotional support under their MTSS. Part of this work will be continuing the implementation of Positive Behavior Intervention and Supports (PBIS). PBIS is a researched based system serving all students TK-8, District-wide. Two of our school sites received awards for their level of implementation last year, Antelope Meadows Elementary with the Platinum level award and Coyote Ridge with the Silver level award. We are proud of the three tiered level of supports each school site has in place. Each site also increased their mental health supports for Tier 3 students with Wellness Together marriage and family therapists. Students were referred throughout the year as needed and through DL.

District-wide, professional development focused on the development of Restorative Practices. Our entire staff, including administrators, counselors, psychologists, mental health clinicians, specialists, certificated, instructional assistants, and campus supervisors were provided training in August and September on how to implement school-wide and classroom strategies, practices and protocols. Staff implemented during the first 6 months of the year. During Distance Learning, teachers continued to hold morning meetings with students to foster connection, safety and support within their classroom community.

As always our facilities maintenance plan is proactive and responsive, All school sites, lead custodians and maintenance personnel have access to the online systems "School Dude" which houses our work order cache. We input preventative maintenance, planned maintenance and safety needs directly. The team tracks this closely and conducts full site reviews as necessary. Yearly our FIT inspections provide a list of items to prioritize as we strive to be efficient, effective and keep our school safe and in good working order. During DL last Spring our facilities department prioritized health and safety at our school sites and District buildings, aligning protocols and practices with the CDPH and County Health Department orders.

The main challenge for implementation was the months of March-the first part of June while in DL due to the COVID-19 shut down. We had to collaborate with all departments, site administration and school staff in all positions to implement supports and services via distribution of technology equipment to access online platforms, new schedules, and hard copy materials that were dropped off at home as needed. Each site staff worked diligently to ensure that services were still provided to ALL students, including students with unique needs, EL, SED and Foster/Homeless Youth via electronic device, including both academic and SEL supports. Supporting families was challenging as well, though through much collaboration and teamwork, our staff provided services, did home visits, implemented the re-engagement plan and provided access to school and County-side supports as needed.

## Goal 4

Increase teacher effectiveness and student performance.

State and/or Local Priorities addressed by this goal:

State Priorities:     Priority 1: Basic (Conditions of Learning)  
                             Priority 2: State Standards (Conditions of Learning)  
                             Priority 4: Pupil Achievement (Pupil Outcomes)  
                             Priority 5: Pupil Engagement (Engagement)

Local Priorities:

### Annual Measurable Outcomes

Expected	Actual
<b>Metric/Indicator</b> Language Arts Dashboard Indicator <b>19-20</b> 1. ALL students status will remain "High" with +10 point increase 2. EL students status will be "High" with +10 point increase 3. SED students status will be "High" with +10 point increase 4. SWD students status will be "Low" with +10 point increase	Due to the COVID-19 health crisis, testing was suspended for the 2019-2020 school year.

Expected	Actual
<p><b>Baseline</b></p> <p>1. ALL students Status: "High" with +12.5 points above Level 3 Change : Increased by +7.1 points</p> <p>2. EL students Status: "Medium" with 2.9 points below Level 3 Change: Increased by +9.9 points</p> <p>3. SED students Status: "Low" with 13.3 points below Level 3 Change: Increased by +7.2 points</p> <p>4. SWD students Status: "Low" with 68 points below Level 3 Change: Decreased by -2.8 points</p>	
<p><b>Metric/Indicator</b> Mathematics Dashboard Indicator</p> <p><b>19-20</b></p> <p>1. ALL students status will be "High" with +10 point increase</p> <p>2. EL students status will be "High" with +10 point increase</p> <p>3. SED students status will be "Medium" with +10 point increase</p> <p>4. SWD students status will be "Low" with an increase of +10 points</p> <p>5. Hispanic students status will be "Low" with an increase of +10 points</p> <p><b>Baseline</b></p> <p>1. ALL students Status: "Medium" with 12.3 points below Level 3 Change : Maintained with +1.6 points</p>	<p>Due to the COVID-19 health crisis, testing was suspended for the 2019-2020 school year.</p>

Expected	Actual
<p>2. EL students Status: "Medium" with 24.6 points below Level 3 Change: Maintained with +1.5 points</p> <p>3. SED students Status: "Low" with 38.5 points below Level 3 Change: Maintained with +1.3 points</p> <p>4. SWD students Status: "Low" with 92.7 points below Level 3 Change: Decreased by -8.1 points</p> <p>5. Hispanic students Status: "Low" with 37 points below Level 3 Change: Decreased by -1 point</p>	
<p><b>Metric/Indicator</b> Williams Audit - Highly Qualified Teachers</p> <p><b>19-20</b> 100% Compliant</p> <p><b>Baseline</b> 100% Compliant</p>	100% Compliant
<p><b>Metric/Indicator</b> Williams Audit &amp; Resolution- Instructional Materials</p> <p><b>19-20</b> 100% Compliant</p> <p><b>Baseline</b> 100% Compliant</p>	100% Compliant. We received 0 complaints.
<p><b>Metric/Indicator</b> Professional Development Survey Data</p> <p><b>19-20</b> Maintain 90% or higher approval rating.</p> <p><b>Baseline</b></p>	98% of teachers reported that the 2019-2020 Professional Development met or exceeded their expectations.

Expected	Actual
97% of teachers reported that Professional Development Met or Exceeded their expectations.	

## Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>Design and deliver District professional development to support staff on the implementation of the state standards at each grade level.</p> <ol style="list-style-type: none"> <li>1. Provide professional development options maximizing teacher time in the classroom.</li> <li>2. Provide ongoing professional development for State Standards implementation for all subject areas.</li> <li>3. Support classroom teachers with an instructional coach(es) to develop best instructional practices and strategies in order to maximize student learning and performance.</li> <li>4. Provide professional development in ELD, SDAIE, GLAD and other effective strategies to support English Learners as well as RFEP's.</li> <li>5. Provide professional development in designing standards aligned special education goals and differentiated instruction.</li> <li>6. Provide professional development for classified instructional support staff.</li> </ol>	<p>Certificated and classified salaries and benefits for Educational Services staff to oversee and coordinate the content, delivery method and execution of District professional development to implement the new standards. LCFF - Supplemental 63,978</p> <p>Professional development contracts, travel and conference, materials and supplies, extra duty certificated and classified and certificated substitute costs to support professional development. LCFF - Supplemental 78,932</p>	<p>Certificated and classified salaries and benefits for Educational Services staff to oversee and coordinate the content, delivery method and execution of District professional development to implement the new standards. LCFF - Supplemental 64,404.00</p> <p>Professional development contracts, travel and conference, materials and supplies, extra duty certificated and classified and certificated substitute costs to support professional development. LCFF - Supplemental 68,880.08</p>
<p>Convene curriculum and assessment teams by grade level/content area as needed.</p>	<p>Certificated and classified salaries and benefits for Educational Services staff to oversee and coordinate curriculum and assessment development. LCFF - Supplemental 51,119</p> <p>Contract costs to implement student performance data management system. LCFF - Base 54,380</p>	<p>Certificated and classified salaries and benefits for Educational Services staff to oversee and coordinate curriculum and assessment development. LCFF - Supplemental 51,568.00</p> <p>Contract costs to implement student performance data management system. LCFF - Base 46,875.34</p>
<p>Provide professional development for new instructional materials.</p>	<p>0</p>	



<b>Planned Actions/Services</b>	<b>Budgeted Expenditures</b>	<b>Actual Expenditures</b>
1. Pilot NGSS instructional materials and recommend for Board adoption. 2. Provide professional development and support on newly implemented History-Social Science instructional materials.	Purchase of instructional materials. (RE 0116) LCFF - Base 1,427,739  Purchase of instructional materials. Lottery: Instructional Materials 444,923	Purchase of instructional materials. (RE 0116) LCFF - Base 1,007,393.41  Purchase of instructional materials. Lottery: Instructional Materials 379,924.33
Maintain Library Media Tech services to support use of tech devices as learning tools.	Classified salaries and benefits to maintain hours for Library Media Techs to provide technology support to students and teachers. LCFF - Supplemental 119,464	Classified salaries and benefits to maintain hours for Library Media Techs to provide technology support to students and teachers. LCFF - Supplemental 116,763.10
Attract, recruit, and retain highly qualified staff.	Materials, supplies and resources. LCFF - Supplemental 6,220  New Teacher Induction Program MOU. Title II 38,000  District Induction Coach stipends. Title II 38,000	Materials, supplies and resources. LCFF - Supplemental 3,090.50  New Teacher Induction Program MOU. Title II 37,050.00  District Induction Coach stipends. Title II 45,501.20
Monitor student achievement growth and needs for English Language Learner identified students. 1. Administer ELPAC and use scores for curricular goals and strategic academic support. 2. Implement Road to Reclassification and Pathway to Biliteracy.	Certificated and classified salaries and benefits for Educational Services staff to oversee and coordinate ELPAC and CELDT training, testing, data analysis and improvement plans. LCFF - Supplemental 7,156	Certificated and classified salaries and benefits for Educational Services staff to oversee and coordinate ELPAC and CELDT training, testing, data analysis and improvement plans. LCFF - Supplemental 14,210.64

## Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

All actions and services were implemented as discussed below.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Dry Creek has a yearly robust Professional Development plan connecting growth of our staff capacity to the growth of our students. During 2019-2020, professional development was held throughout in-person and Distance Learning time frames. These professional learning opportunities were provided through 3 dedicated days, Professional Learning Institute (PLI) model and through onsite coaching by our Instructional Coaches. Additional site based professional development was provided through meetings at the school sites. During our 3 dedicated days in August, September and March, staff had the opportunity to learn about implementation of new History-Social Science (HSS) curriculum, articulation of grade level standards, planning for department specific courses, special education strategies and supports, review and plans for EL students, compliance for Special Education, Restorative Practices, instructional cycles, behavior supports, new science curriculum, online platforms, Orthographic mapping, writing, Get Your Teach On teaching strategies, social-emotional supports, and learning targets. Throughout the school year, the PLIs, which are paid after work hour sessions, were offered for many teaching topics, including but not limited to: Classroom Social-Emotional Learning (SEL), Google Boot Camp Data, Drive & Docs, Creativity with Slides and Drawing, Lesson PowerUp, Game On, Increasing Student Engagement, Implementing Writer's Notebook, Tech Café with TACs, Proactive Approaches for Emotional Regulation, Toolbox for TK-5 and Zones of Regulation.

Being prudent planners, Dry Creek was ready for school closure in March 2020 with plans for supporting staff with the transition. Before the closure, several courses were offered to staff in regard to using multiple digital teaching platforms and programs. In addition, 45 virtual courses of professional development were offered with an average of 50 - 100 participants per course. All in total, our amazing staff participated in 2,100 hours of adult learning! Those sessions were recorded and added to our Teacher Resource page for future viewing. Multiple templates for class and assignment organization, lessons and strategies were also added. Because of this, our students benefited from substantial, robust lessons via Google Classroom, Screencastify, Pear Deck, FlipGrid, SeeSaw, Nearpod, Newsela, GoogleSites, WeVideo, Zoom, and Google Hangout/Meets. Instructional Coaches held office hours for staff support, held multiple PLC learning sessions, provided District-wide professional development and created curriculum guides by grade level.

Curriculum teams such as the NGSS Adoption Pilot committee, K-5 How to Learn Math Cohort, Co-Teaching Middle School, Grading and Reporting, and 3-5 Math Expressions convened through February as scheduled. Some meetings scheduled between March and June were put on hold.

The District currently employs one Library Media Tech per school to support student learning and technology implementation. Library Media Techs meet for PLC multiple times throughout the year and attend training as needed.

Attracting, recruiting and retaining highly qualified staff is a top priority for Dry Creek. During the 2019-2020 school year, Job fairs were held to recruit highly qualified staff. Job fairs were held at Chico State, UC Davis, Sacramento State and at our District. Universities that we have agreements with include: Brandman, Sacramento State, William Jessup, Grand Canyon University, National University and University of Phoenix. Professional development specific to job duties, growth, effective communication of District processes and priorities have been held for certificated and classified staff, Health Services, school Counselors, Mental Health specialists and administrators. Our first and second year teachers were supported by our Instructional Coaches through the induction

program. Instructional Coaches met with the new teachers on a regular basis, modeled lessons, planned with them and guided them through the induction process.

English learner students comprise about 14% of our student population. Student achievement growth and English language development levels are monitored throughout the school year. At the beginning of the school year, To be determined EL students were administered the initial assessment. Given the COVID-19 closures, only 400 of our EL students were administered the ELPAC summative assessment during the months of February-June. Students meeting criteria were reclassified at each school site.

The main challenge for implementation was the months of March-the first part of June while in DL due to the COVID-19 shut down. We had to collaborate with all departments, site administration and school staff in all positions to implement supports and services via distribution of technology equipment to access online platforms, new schedules, and hard copy materials that were dropped off at home as needed. Each site staff worked diligently to ensure that services were still provided to ALL students, including students with unique needs, EL, SED and Foster/Homeless Youth via electronic device, including both academic and SEL supports. Supporting families was challenging as well, though through much collaboration and teamwork, our staff provided services, did home visits, implemented the re-engagement plan and provided access to school and County-side supports as needed. Given the closures, completing our EL testing was challenging, however, as stated above we still administered the tests to 400 of our EL students. Given all teachers were at home for a couple of months and needed to learn new ways to reach our students quickly, our challenge was how to quickly teach our teachers what they needed and support them as they implemented new platforms and strategies. As mentioned above, we were more than successful in doing so, which in turn benefited our students greatly.

## Goal 5

Increase parent engagement and involvement.

State and/or Local Priorities addressed by this goal:

State Priorities:     Priority 3: Parental Involvement (Engagement)  
                             Priority 6: School Climate (Engagement)

Local Priorities:

### Annual Measurable Outcomes

Expected	Actual
<b>Metric/Indicator</b> Parent Survey <b>19-20</b> Increase by 2% each year and/or maintain a 90% or above rating.  <b>Baseline</b> 1. Parents responding the school provides opportunities for parent involvement and engagement in the school community - 95%  2. Parents responding they use the school and district websites to obtain information - 93%  3. Parents responding they receive communication from their school - 96%  4. Parents responding translation services are readily available - 97%	<p>The District partnered with Hanover Research for the LCAP survey for 2019-2020. Parents were surveyed and the baseline data for the questions is below.</p> <p>88% of parents feel that the school keeps them well informed about events and activities. This is a 2% increase. 82% of parents feel that District schools encourage parent involvement. This is a 2% decrease. 92% of parents feel that they are able to communicate with teachers/staff when needed. This is a 2% decrease. 90% of parents prefer their child's school to provide information through email. This is a 3% decrease. 82% of parents feel that District schools effectively communicate with parents regarding their child's progress. This is a 1% decrease.</p>

Expected	Actual
<b>Metric/Indicator</b> Parent/Family events held throughout the District each year <b>19-20</b> Maintain or increase the number of events held throughout the year. <b>Baseline</b> Over 30 events were held 2016-2017 school year.	Over 30 events were held during the 2019-2020 school year. Due to the COVID-19 health crisis, some events had to be cancelled.
<b>Metric/Indicator</b> Parent/Family members attending Family Literacy classes <b>19-20</b> Increase the number of parent/family members attending Family Literacy classes as compared to last school year. <b>Baseline</b> 25 parents/family members attended Family Literacy classes.	19 parent/family members attended Family Literacy classes in 2019-2020. Due to the COVID-19 health crisis, some events had to be cancelled.

## Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Promote parent and community engagement at the school and District level such as: <ul style="list-style-type: none"> <li>• Site-based family education events</li> <li>• District-wide family education and outreach events</li> <li>• Site &amp; District Committees</li> <li>• Site Volunteer Programs</li> <li>• Continue to seek and build partnerships with community agencies and businesses</li> </ul>	<p>Certificated and classified salaries and benefits for Educational Services staff to oversee and coordination of parent engagement efforts. LCFF - Supplemental 18,755</p> <p>Funding passed on to school sites to support parent involvement and engagement. Title I 6,500</p> <p>Funding passed on to school site to support parent involvement and engagement. LCFF - Supplemental 2,800</p>	<p>Certificated and classified salaries and benefits for Educational Services staff to oversee and coordination of parent engagement efforts. LCFF - Supplemental 18,716.00</p> <p>Funding passed on to school sites to support parent involvement and engagement. Title I 2,539.20</p> <p>Funding passed on to school site to support parent involvement and engagement. LCFF - Supplemental 873.49</p>

<b>Planned Actions/Services</b>	<b>Budgeted Expenditures</b>	<b>Actual Expenditures</b>
	Family engagement resources, materials, supplies, and contracts. LCFF - Supplemental 2,500	Family engagement resources, materials, supplies, and contracts. LCFF - Supplemental 11,161.81
Ensure each school site has a functional ELAC and the District DELAC provides direction, input and feedback on District-wide programs and goals for English Learners. Each school site may have a parent representative serving on the DELAC.	<p>Certificated and classified salaries and benefits for Educational Services staff to oversee and coordinate the DELAC committee and to monitor the implementation of school ELACs. LCFF - Supplemental 7,156</p> <p>Materials and supplies for DELAC. LCFF - Supplemental 500</p>	<p>Certificated and classified salaries and benefits for Educational Services staff to oversee and coordinate the DELAC committee and to monitor the implementation of school ELACs. LCFF - Supplemental 7,183.00</p> <p>Materials and supplies for DELAC. LCFF - Supplemental 356.43</p>
<p>Survey the student/parent/community on critical matters needing input and feedback.</p> <ul style="list-style-type: none"> <li>• Include the survey via email with a direct easy to access link.</li> <li>• Provide information in the school newsletters and District website.</li> <li>• Ensure surveys to parents come from the same person that they typically receive email from regarding school news.</li> <li>• Ensure surveys sent out electronically are also accessible at school site.</li> <li>• Work with Hanover Research to survey parents, staff and students yearly.</li> </ul>	Certificated and classified salaries and benefits for Educational Services staff to work collaboratively with the Chief Communications Officer to oversee and coordinate timely and relevant surveys and communication to families. LCFF - Supplemental 12,859	Certificated and classified salaries and benefits for Educational Services staff to work collaboratively with the Chief Communications Officer to oversee and coordinate timely and relevant surveys and communication to families. LCFF - Supplemental 12,836.00
Ensure translations and interpreters are readily available and utilized for each school site and the District as needed.	<p>Certificated and classified salaries and benefits for Educational Services staff to oversee and coordinate the implementation of services to support families that do not yet speak, read, or write in English. LCFF - Supplemental 14,652</p> <p>Contracted services with agencies to translate written documents for District, trained interpreters or</p>	<p>Certificated and classified salaries and benefits for Educational Services staff to oversee and coordinate the implementation of services to support families that do not yet speak, read, or write in English. LCFF - Supplemental 7,183.00</p> <p>Contracted services with agencies to translate written documents for District, trained interpreters or</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>Increase overall communication with parents. To include but not limited to:</p> <ul style="list-style-type: none"> <li>• Link important "updates" from the District website to the school websites</li> <li>• Twitter feeds</li> <li>• Facebook</li> <li>• School Messenger, PowerSchool, InfoSnap</li> <li>• Press Releases</li> <li>• Antelope and Woodcreek News</li> <li>• School &amp; District Newsletters</li> <li>• Outreach videos and pamphlets</li> </ul>	<p>Language Line services. LCFF - Supplemental 35,890</p> <p>Classified salaries and benefits for Educational Services to work collaboratively with the Chief Communications Officer to oversee and coordinate timely and relevant communication that will continue to involve parents and the community in the programs and events held within the District. LCFF - Supplemental 5,703</p> <p>Parent and community outreach. LCFF - Supplemental 5,000</p> <p>Software expense for parent communications systems - PowerSchool, School Messenger, and InfoSnap. LCFF - Base 78,459</p>	<p>Language Line services. LCFF - Supplemental 13,034.01</p> <p>Classified salaries and benefits for Educational Services to work collaboratively with the Chief Communications Officer to oversee and coordinate timely and relevant communication that will continue to involve parents and the community in the programs and events held within the District. LCFF - Supplemental 5,653.00</p> <p>Parent and community outreach. LCFF - Supplemental 17,444.54</p> <p>Software expense for parent communications systems - PowerSchool, School Messenger, and InfoSnap. LCFF - Base 77,569.86</p>
<p>Continue to offer and recruit parents to participate in the Love and Logic parent training.</p>	<p>Certificated salaries and benefits for Educational Services staff to oversee and coordinate the Love and Logic training throughout the District. Mental Health 3,000</p> <p>Certificated salaries and benefits for Educational Services staff to oversee and coordinate the Love and Logic training throughout the District. LCFF - Supplemental 0</p>	<p>Certificated salaries and benefits for Educational Services staff to oversee and coordinate the Love and Logic training throughout the District. Mental Health 3,502.53</p>
<p>Maintain or increase the Latino Family Literacy class and recruit interested families. Maintain or increase similar program(s) for families of second language learners other than Spanish speaking, such as the Family Stories classes. Offer parents resources for adult English language classes.</p>	<p>Certificated and classified salary and benefits for Educational Services staff to oversee and coordinate the Family Literacy programs: instructors, resources</p>	<p>Certificated and classified salary and benefits for Educational Services staff to oversee and coordinate the Family Literacy programs: instructors, resources</p>



Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	and program components LCFF - Supplemental 7,156  Materials and Supplies LCFF - Supplemental 1,500  Salary and benefits for Family Literacy instructors. LCFF - Supplemental 3,000	and program components LCFF - Supplemental 7,183.00  Materials and Supplies LCFF - Supplemental 4,025.64  Salary and benefits for Family Literacy instructors. LCFF - Supplemental 0

## Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

The funds for the Family Literacy instructors were reallocated to purchase literacy materials for parents and sites.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

January through March, we piloted a partnership with Parent Institute for Quality Education (PIQE) with classes to support our families and help them engage deeper into their child(ren)'s education. Twelve parents attended the planned sessions. It was a 9 week course, however, due to COVID-19 we were unable to finish the last couple of sessions. At the school sites, parents have opportunities to participate in a variety of school events, volunteer for classroom help, volunteer for field trips, serve on the ELAC, Site Council, PBIS and PTA committees. Parents also provide input and guidance as members of the District DELAC, GATE and Health Committees. Some of these committee meetings were cancelled in the spring during COVID-19 closures and some were completed via virtual platforms. Services are provided to families through partnerships with culture building, events, parent/staff meetings, and parent education.

The parent/community and staff surveys were developed in partnership with Hanover Research and were administered in January 2020. The survey was sent via a live link from the School Messenger system. Hard copy surveys were available in the school office for those that do not have access to the electronic version. The information gathered was compared to the year before and helped with planning for the 2020-2021 school year.

Translations were provided for Russian speaking families District-wide as required by law. We also provided numerous translations for other languages via in person interpreting, Language Line and interpreter services. Translators were scheduled for parent conferences, meetings and school/district events.



Love and Logic classes were offered to parents District-wide. We held two sessions of 6-week courses with one refresher course. Twenty-three parents attended the new sessions and 11 parents attended the refresher. An adult literacy ESL course was provided in our District through a partnership with Roseville Adult School. Materials and resources were purchased for the 19 families participating.

Communication with our families is important. In the last several years, we have tried to increase the ways and the frequency of our communications. In response to the survey feedback, much of our communication is through email, text, and website. Here are a few statistics on those communications: 4,250 posts @drycreekschools on Twitter, of which 99% include our District's custom hashtag #DCJESDPROUD. Over 275,000 impressions from 3,500 posts and user engagements on Facebook/drycreekschools. DCJESD was featured in 20 positive media segments and articles with an average viewership of 68,000 per segment/circulation, more when you include traffic directed from the live video weblink views. We had 135 total mobile responsive monthly and quarterly digital newsletters emailed directly to stakeholders and posted via social media on our website(s). In addition, we have 14 professionally produced videos highlighting DCJESD's award-winning schools, curriculum, students and staff.

Dry Creek added live streaming to our main Twitter feed prior to Board meetings and special events in the form of a slideshow loop in order to share with the audience the amazing work that is being done throughout each of our nine award-winning schools. Our Chief Communications Officer also provided, 70 digital press releases, media pitches, and written articles were submitted to the news media. School Messenger was utilized with approximately 3,000 total messages of which 40% was for daily attendance communication and 60% for event/activity/safety/information messaging. Upon transitioning to Distance Learning in Spring 2020, Dry Creek continued to communicate on a very regular basis whether from the school site directly or District-wide. In order to make sure our staff was equipped to effectively communicate with stakeholders, 6 communication workshops were held for staff.

# Annual Update for the 2020–21 Learning Continuity and Attendance Plan

The following is the local educational agency's (LEA's) analysis of its 2020-21 Learning Continuity and Attendance Plan (Learning Continuity Plan).

## In-Person Instructional Offerings

### Actions Related to In-Person Instructional Offerings

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
In order to provide staff and students with increased safety measures, additional cleaning time, Personal Protective Equipment (PPE), cleaning supplies and equipment items were purchased.	407,945	464,835	No
Supplemental and expended digital materials and platforms were purchased to provide comprehensive lessons, curricular resources and efficiency of delivering high-quality instruction. In order to further engage special education students on a digital platform, specialized evidence-based on-line curriculum was purchased. In order to provide access for our Deaf and Hard of Hearing students, a third-party live captioning service was purchased.	386,589	381,424	Yes
Purchase of technology devices, related licensing for distribution to students.	229,639	481,790	Yes

A description of any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions.

Additional technology devices were purchased to ensure student access and replacement of loss or damaged devices.

### Analysis of In-Person Instructional Offerings

A description of the successes and challenges in implementing in-person instruction in the 2020-21 school year.

In-person instruction was highly successful in Dry Creek through all of the phases, from the small cohort to full day model. The return to in-person instruction began with individual one-on-one and/or small cohorts of students. We transitioned to small pods in early September 2020. This enabled staff to begin working with our most vulnerable and high-need population of students to maximize services needed. Targeted support and individualized academic and mental health support was delivered by our credentialed

teaching staff, instructional assistants, tutors, counselors, specialists and clinicians. Following the return to in-person for small groups, and with guidance and direction from both County Public Health Departments, all students TK-8 were welcomed back in a Hybrid model in September and October 2020. This model had two cohorts of students, A & B. The cohort model enabled students to attend on campus at 50% capacity, five (5) days a week for approximately 2 ½ hours per day. Staff worked through our Multi-tiered System of Supports for academics and social-emotional health as needed with identified students. Students requiring additional supports attended a small group/individual learning or social-emotional support session before or after their general education classroom time. The challenging part of bringing all students back in the Hybrid model stems from our District spanning two counties, Placer and Sacramento, with two sets of health orders to abide by. Given this challenge, Dry Creek worked diligently on the waiver process in order to bring our Sacramento County students back to school. Following several months of Hybrid instruction, Dry Creek transitioned to a modified day in February 2021, in order to provide additional in-person learning time. The transition enabled us to have all students TK-8 on campus, following distancing guidance and mitigation measures, for 4 to 4 hours and 20 minutes a day, depending on the grade level. As our communities became healthier and in accordance with state and local health guidance, Dry Creek rejoiced as we invited students back to full day, 5 days a week of in-person learning in April 2021.

To ensure we addressed the loss of learning time and mastery of concepts in both Mathematics and English Language Arts, Dry Creek administered beginning of the year assessments and universal screeners in Mathematics and English Language Arts. Each site held collaborative conferences within the first six (6) weeks of school to identify students who need Tier 2 and Tier 3 instruction. Subsequent collaborative conferences were held throughout the school year in order to monitor student progress.

Dry Creek staff also used information gathered in May 2020, where grade level teams participated in articulation from grade to grade in order to identify and understand the concepts and skills in each subject area that students may have missed. Reteaching of concepts and tiered instruction helped our students as they returned to in-person learning.

The challenges we faced as we transitioned in every phase of returning to in-person learning were ensuring a high level of communication with our stakeholders and staff through all of the transitions, multiple schedules, ever changing guidance, managing two separate county health orders and managing the logistics for all the different sites, both elementary and middle school. Despite these challenges, Dry Creek was successful because of the planning early on, for both immediate and long term needs of the District.

# Distance Learning Program

## Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Purchase of technology devices, related licensing for distribution to students.	229,639	481,790	Yes
The Dry Creek Connections Academy school was created to provide a full-time, full-year stable Distance Learning option for families. Additional staff was added and classes were not collapsed resulting in reducing class sizes throughout the District.	2,210,275	2,694,099	Yes
Supplemental and expanded digital materials and platforms were purchased to provide comprehensive lessons, curricular resources and efficiency of delivering high-quality instruction. In order to further engage special education students on a digital platform, specialized evidence-based on-line curriculum was purchased. In order to provide access for our Deaf and Hard of Hearing students, a third party live captioning service was purchased.	386,589	381,424	Yes
Professional development for certificated staff in multiple digital materials and platforms.	86,961	49,741	Yes
Instructional materials including for certificated staff and specialists for use during video-conferencing sessions.	17,695	14,629	Yes

A description of any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions.

Based on increased student enrollment in the Dry Creek Connections Academy, 3.8 FTE teachers were added and agreements with bargaining groups were reached. Additional technology devices were purchased to ensure student access and replacement of loss or damaged devices.

## Analysis of the Distance Learning Program

A description of the successes and challenges in implementing each of the following elements of the distance learning program in the 2020-21 school year, as applicable: Continuity of Instruction, Access to Devices and Connectivity, Pupil Participation and Progress, Distance Learning Professional Development, Staff Roles and Responsibilities, and Support for Pupils with Unique Needs.

Dry Creek committed to offering students comprehensive learning opportunities and aligned Distance Learning as closely to in-person learning as possible. In order to provide continuity of instruction and access to a full curriculum regardless of the method of delivery, Dry Creek implemented Distance Learning Guidelines for instructional staff. Included in the guidelines were the requirements for SB 98 for both instruction and student engagement and attendance. In addition, outlined were the expectations of programs, academic instructional requirements, daily schedules, grading and reporting, using our assessment systems remotely, family outreach and education resources, curriculum and instructional focus, technology programs and platforms resources and direction, assessment and universal screener outlines, academic and social-emotional intervention plans, SEL resources, and teacher resources and supports for Distance Learning. District-wide Distance Learning schedules were aligned with the SB 98 requirements for instructional minutes. Students engaged in both synchronous and asynchronous time each school day. Staff and students also interacted during asynchronous time with one-on-one meetings and/or small groups in order to meet academic or social-emotional needs.

Synchronous and asynchronous lessons were delivered in the four (4) core subjects for our elementary students. Students received daily live instruction via Zoom in both Language Arts and Mathematics. In order to provide cohesive delivery of instruction and a consistency for staff and students, SeeSaw (Grades K-2) and Google Classroom (Grades 3-5) were designated as the management systems for “virtual classrooms”. Within these systems, students were able to access assignments, interact with each other, and the teacher. Students received live or pre-recorded lessons in Social Studies and Science at least two (2) times a week. In addition to these teacher led lessons, students completed culminating readings and activities to support their learning during asynchronous time. Staff monitored the engagement through assignment completion and program analytics. At the middle school level in grades 6-8, students received daily live instruction via Zoom in all subject areas on an alternate day block schedule. Students engaged in synchronous and asynchronous instruction daily. In order to provide cohesive delivery of instruction and a consistency for staff and students, Google Classroom was designated as the management system used as the “virtual classroom”. Students and staff were able to communicate, access assignments and keep track of student engagement during asynchronous time using this learning management system. During asynchronous time, students worked on assignments and activities directly related to their current courses. Staff monitored the engagement through assignment completion and program analytics.

To ensure equity across the District, Chromebooks, instructional materials, and supplies were provided to all students in order to access their education and daily instruction more thoroughly. The Educational Services and Technology Departments worked together to purchase, integrate, and provide training on digital platforms for all District adopted curriculum. A significant change in daily instruction is the role of the parent/caregiver. We acknowledge that parents/caregivers are now even more of a partner in education than ever. Dry Creek appreciates the support from our parents/caregivers and understood that many of the digital platforms were new to them. Throughout this school year, we have been communicating regularly with our families and providing information from teachers, school sites and the District. To begin the school year we provided many recorded tutorials and instructions for all of the new programs and also provided live Parent Academy Zoom courses to explain and show parents how to use the platforms and support

their children while engaging in Distance Learning. They were well attended and gave families a chance to ask questions and problem solve as needed.

Having surveyed our families in May 2020, we understood the need to have a comprehensive full-time Distance Learning option throughout the 2020-2021 school year. Dry Creek developed our Connections Academy to serve that need. Our Connections Academy serves students in K-8 through a full-time Distance Learning model, including both synchronous live instruction and asynchronous learning. Currently, the Connections Academy serves over 700 students. Having these students on full-time Distance Learning significantly reduced the number of students on all campuses District-wide.

Access to devices and connectivity for our students is of utmost importance. We understand the necessity of identifying students with these gaps in order to facilitate the highest level of engagement and participation during Distance Learning. Each year during the registration process, DCJESD collects information from families regarding their access to the internet. Using that information, we are able to reach out to families to help problem-solve barriers and provide access through District provided Hot Spots. Dry Creek families were also provided information numerous times on how to obtain low cost internet options for home. The DCJESD Technology Department worked with families and provided information and support throughout the school year. DCJESD offered all of our Transitional Kindergarten through fifth grade students the option to check out a District Chromebook during periods of Distance Learning. All of our sixth through eighth grade students were required to check out a District Chromebook for the 2020-2021 school year. To date 5,800 Chromebooks and 25 Hot Spots have been distributed.

Dry Creek assessed pupil progress and participation through a variety of measures and established guidelines and protocols in order to do so. Progress monitoring District-wide, included STAR Reading and Math scores, local assessments, SMART goal assessments by grade level and research-based intervention program assessments. Our Distance Learning Guidelines and schedule templates for each grade span outlined the total number of instructional minutes and the number of synchronous and asynchronous minutes per day per grade level. Schedules provided for consistency of delivery across the District. Attendance was taken daily (and by period in middle school) as staff created a schedule for live instructional time using video conferencing platforms. Assignments were reviewed by staff, feedback was given and grades were recorded in Gradebook to measure completion of work and progress toward academic goals. In addition, analytics reports from ClassLink provided a measurement for how much students were engaged in the digital platforms and completed assignments within both SeeSaw (TK-2) and Google Classroom (3-8).

Knowing that reopening in August 2020 would likely happen in the Distance Learning model, Dry Creek was ready to refine and enhance our Distance Learning program. Additional technology platforms (such as: Kami, SeeSaw, Zoom Education, Edgenuity, GoFormative) and hardware were purchased to increase efficiency and productivity and give staff many options for delivering high quality instruction and specialized supports. District staff provided professional development to our instructional staff and specialists at the end of July 2020 and beginning of August 2020. DCJESD offered 68 professional development sessions on how to utilize digital platforms and adopted curriculum in order to maximize efficiency with instruction during Distance Learning. Ongoing, our Instructional Coaches held office hours to help staff individually and in small groups as Distance Learning continues. Professional learning sessions provided were recorded and added to our Teacher Resource page for future viewing. Multiple templates for class and assignment organization, lessons and strategies were also added. Because of this, our students benefited from substantial, robust lessons via



Google Classroom, Screencastify, Pear Deck, FlipGrid, SeeSaw, Nearpod, Newsela, GoogleSites, WeVideo, and Zoom. Instructional Coaches held multiple PLC learning sessions, provided District-wide professional development and created curriculum guides by grade level. Technology support has integrated ClassLink and various digital platforms to help with efficiency and productivity of instruction and learning. Our Technology and Educational Services Departments continually collaborate on best supports for staff and update the Teacher Resources intranet page regularly with videoed training on all of the platforms, resources and systems they may want to use. Along with the videos, much of the “hard copy” curricular resources staff use in the classroom, such as Running Records, BPSTs, Dyslexia screeners, and grade level assessments have been transformed into digital copies for ease of use through Google Classroom, SeeSaw and Zoom for Education. Using our District assessment system, IO Education, staff and students were able to access online assessments for classroom and District reporting. Additionally, as mentioned above, the District refined and further developed our Distance Learning Guidelines for which all teachers and instructional staff would follow. This guideline gave direction on the expectations for live, synchronous and asynchronous instruction at each grade level, provided resources and supports and provided consistency for our staff and students District-wide.

We have ensured that all staff, both credentialed and classified were ready and providing support and learning opportunities to our students in both their academic and social-emotional needs through scheduled times of contact both online (through Zoom and Google) as well as phone calls and emails as necessary. All staff have been affected by COVID-19 and have worked hard to provide outstanding learning opportunities while teaching remotely, in hybrid and full day models. All instructional staff and support staff worked diligently to engage families and students in the online realm. In addition, our staff have focused on building relationships and providing support and resources to families who need additional resources for basic needs. Staff members offered support and another set of eyes to assist the teachers by offering interventions in any subjects needed. Support staff worked with small breakout groups to provide specific targeted learning for students in Mathematics, English Language Arts/Reading and social-emotional supports. Our District counselors used the online platform to meet with students both in groups and individually to address social-emotional needs and put a lot of effort into building positive relationships with students. School site and District staff engaged on a regular basis with families in order to provide materials and support to ensure learning opportunities for the students. Site administration collaborated with all site staff to organize and ensure engagement of students and delivery of instruction. Through the ongoing communication and collaboration of staff, students were engaged in learning opportunities to further academic and social-emotional growth.

Our Special Education Department transitioned to digital platforms as well, and provided services to our students. Students were not only provided with direct whole class instruction and assignments, they were also provided with small group instruction, tutoring and one-on-one as needed.

Students with exceptional needs are provided a continuum of special education services based on individual assessments which provide data in order for individualized education program (IEP) teams to recommend goals and services. Each of their IEPs incorporate specific goals and services and whether instruction is in person or Distance Learning, all students are provided high quality instruction through evidenced-based curriculum. Special education service providers have been provided high quality on-line training for evidence-based online curriculum. Instructional assistants assisted special education students by being a part of their Distance Learning classes, assisting students with completing online assignments, and providing on-going teacher support.

Emergency Plans and individual Distance Learning plans were created for each special education student. Individual Distance Learning plans were created to communicate with parents pertinent information such as: daily schedule, teacher contact information, learning platforms, frequency and duration of special education services, goals that are being addressed, connectivity, and access to meals. Special education service providers maintained frequent contact with students and families through Google Classroom, via phone, email, video conferencing, and virtual IEP meetings.

English Learner students received designated and integrated ELD embedded during their daily instructional schedule. Teacher schedules provide for weekly collaboration time to discuss best practices for English Learners in Distance Learning, including comprehension of content, active engagement, oral language interaction and home language support. EL teachers, classroom teachers and instructional assistants used a variety of strategies, including: chunk content into small learning opportunities; provide daily opportunities to engage in all four language domains (listening, speaking, reading, and writing); preview academic vocabulary prior to main lesson; connect families to the learning using academic resources; use live or recorded video lessons as an opportunity to continue to develop and assess speaking and listening skills. In addition, teachers prepared instruction (in ELD or any content area) by making language and content learning visible for students using instructional tools such as: PowerPoint presentations; videos; photos and illustrations; sentence frames; whiteboards (via Zoom); Realia (via items found around the home). Students experiencing on-going or recent homelessness were provided supports and services, such as, access to county liaisons who can assist with housing resources, and transportation assistance in order to access school immunizations, school supplies, school provided meals and hygiene kits. Pupils in foster care were provided supports and services, such as, to remain enrolled in their school of origin, timely transfer of records if placement and school enrollment changes, and our District liaison provided social workers with student grades, attendance and engagement records when requested. Students with unique needs had support to ensure that materials essential for instruction, including school supplies, course materials and supplemental materials, technology equipment, internet and access to language reference materials and closed captioning were provided. Regular communications between families/student and teachers were essential in order to check on supplies, materials, access and equipment.

The main challenge of opening the school year with DL, was the ability to transfer everything that would normally take place, to an electronic platform and not being able to meet in large or small groups in person. This included all communication to staff, students and families. Students entering school for the first time were unable to meet their teachers in person or have a real experience at school. Administering universal screeners, grouping students for support services and providing support services while working around all teachers' instructional Zoom schedules proved challenging as well. And while most services could be transferred to an electronic platform, there were a few that require physical presence.



# Pupil Learning Loss

## Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
In order to address pupil learning loss, due to COVID-19 and Distance Learning barriers, tutoring were available to students in need of academic intervention. Tutoring will be done by District staff and outside agencies with a focus on the following identified student populations: Foster, Homeless, Low SES, Migrant, English Learners and Low Performing Block Grant.	182,000	110,369	Yes

A description of any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions.

Over \$200,000 budgeted out of multiple sources for tutoring support. Due to the outside agency not being able to fulfill their contract actual expenditure was \$110,369

## Analysis of Pupil Learning Loss

A description of the successes and challenges in addressing Pupil Learning Loss in the 2020-21 school year and an analysis of the effectiveness of the efforts to address Pupil Learning Loss to date.

It is understood that one of the most significant impact to students during the emergency closures in Spring 2020 and the beginning of the 2020-2021 school year, is the loss of learning time and mastery of concepts in both Mathematics and English Language Arts. In order to address and mitigate these gaps, Dry Creek administered beginning of the year assessments and universal screeners in Mathematics and English Language Arts. Dry Creek staff also used information gathered in May 2020, where grade level teams participated in articulation from grade to grade in order to identify and understand the concepts and skills in each subject area that students may have missed. These items were assessed and retaught as needed in the beginning weeks of the 2020-2021 school year.

Following the assessments and screeners, the data gathered was used by staff during grade level PLC meetings and collaborative conferences (every 6-8 weeks) to identify students needing Tier 2 and Tier 3 supports. Grade level instructional staff, specialists and instructional assistants held many intervention groups at designated times during the Distance Learning, Hybrid and Modified Day

schedules, via online platforms and in person groups to provide the needed support to students. Regular formative and summative trimester assessments were administered at each grade level and analyzed by PLCs to determine mastery of skills and reteaching as needed. In addition District-wide assessments followed the normal assessment schedule per trimester.

Students in tutoring sessions were regularly assessed for growth and supports needed. Special education staff diligently addressed learning loss through data tracking systems which are built into evidence-based curriculum. Direct instruction with access to grade level curriculum, along with specialized evidence-based curriculum such as the Sonday Reading Program and the Edmark Reading Program provided focused meaningful learning experiences for our students. Both Sonday and Edmark were used to assess and monitor student progress at various data points. Student progress was regularly monitored and staff collaborated and implemented plans for reteaching. In the areas of Language Arts and Mathematics, IXL Learning provided a real time diagnostic adaptive assessment tool, based on Common Core, which established personalized learning and individual skill levels for each student.

For our moderate to severe special education students, data tracking and analysis was accessible through Unique Learning Systems, Edmark Reading Program, and the STAR (Strategies for Teaching, Based on Autism Research) Autism Program. The collection of data was analyzed and IEP teams worked collaboratively with general education to ensure learning gaps are identified, addressed, and goals are appropriately adjusted. IEP teams also discussed and modified Distance Learning plans in order to address and minimize learning gaps. Time was identified to assess the English language proficiency levels of our new students with a primary language other than English.

The main challenges with implementing learning loss mitigation strategies were the lack of personnel from the outside agency with which we contracted, as they were unable to fulfill our needs. They were not able to hire and assign tutors in a timely manner and by the end of February, asked that we take a 30 day break in submitting any new student tutoring referrals.

## Analysis of Mental Health and Social and Emotional Well-Being

A description of the successes and challenges in monitoring and supporting mental health and social and emotional well-being in the 2020-21 school year.

### Successes:

Professional development opportunities were offered to support our Educationally Related Mental Health Service Providers, school Counselors and school Psychologists to improve District programs and skills or services provided for students, families, and staff. Professional development topics included, but were not limited to, Telehealth; Suicide Prevention; Burnout; Remote and In-Person Assessments; Racial and Social Inequity in Schools; Understanding the Rewired Brain; Mindfulness; COVID-19 Grief Response; Secondary Stress Response for Educators; and Threat/Risk Assessments and Prevention.

Professional development opportunities were offered to support our school sites utilizing our Educationally Related Mental Health Service Providers, school Counselors and school Psychologists. Professional development topics to District elementary and middle school staff included, but were not limited to, Suicide Prevention; Staff Circles; Self-Care; Counseling Data; Kognito Suicide Prevention Training; Special Ed & Eligibility 101; Restorative Circles; Trauma Informed Practices and Supports for Educators; Trauma Informed Book Study; Intervention Request forms for PBIS Tier 2 meetings; SST and Toolbox ; SST Protocols; Executive Functioning; Training for Teachers/Staff; Executive Functioning Training for Teachers/Staff; and Autism Training for Instructional Assistants.

Wellness Together provided classroom lessons via a video platform. There were many more class lessons provided this year via the on-line platform. Zoom has been a positive platform for SSTs and parent meetings. The counseling teams would like to continue this supportive meeting format. Google Classrooms and visual platforms have opened up more students and families to SEL supports.

### Challenges:

Supporting mental health and social and emotional well-being when facing the barriers of COVID-19 protocols was a challenge this school year. For example, the majority of individual sessions were not held in-person; but rather, via Zoom. Also, group counseling had to be with students from the same cohorts, which limited the amount of students being seen so we did not mix student cohorts. Another challenge has also been 4 different schedules, and having to readjust individual and group sessions as well as class lessons to change the schedule.

## Analysis of Pupil and Family Engagement and Outreach

A description of the successes and challenges in implementing pupil and family engagement and outreach in the 2020-21 school year.

### Successes:

The District Educationally Related Mental Health Service Providers, school Counselors and school Psychologists provided over 1,000 documented individual and group student sessions. Session platforms, due to COVID-19 protocols, included in-person and Zoom sessions. Topics included, but were not limited to, Stress Reduction; Eating Disorders; Divorce; Potential Substance Abuse/Use;

Emotional Awareness & Regulation; Bereavement; Coping with Mental Illness; Relationship Problems; Avoiding Thought Traps; Sadness or Low Mood; Self-care and Mental Health Impacts of COVID-19; Self Advocacy; Recent Major Life Transitions; and Worry and Anxiety.

Referrals to outside community agencies were made to serve our District students and families. Referrals generated, but were not limited to, include Reduced Utilities Contacts, Food Closets, Clothing, Furniture, Health Insurance, Tax Services, Assistance League of Placer County, Operation School Bell, Lighthouse Counseling, Sacramento County Community Support Team, Placer County Triage (Probation, SARB, etc.) and the Bike Kitchen.

Ongoing additional counseling, mental health and SEL supports were provided to included, but not limited to, school Counselor websites and Google Classrooms, parent conferences and SSTs, Coffee and Conversation with Counselors, school website Parent Resources, District School Messenger offering parent trainings, YouTube videos demonstrating supports, DCJESD Virtual Calming Room, and monthly newsletters & schoolwide emails.

The school counselors were instrumental in seeking out additional support to engage students. They, along with site administrators, filled out 22 county office of education outreach forms and conducted over 108 home visits.

The District partnered with Wellness Together to provide social and emotional support to our students. Support included, but not limited to, New Protocol and Interventions; Weekly Caseload Review; Meetings with School Point of Contact; Daily Updates of Service Utilization; District and Site Leadership Caseload Utilization Check-Ins; Student Re-Engagement Services; and 45 Social and Emotional Learning/Wellness Education Virtual Classroom Presentations. The District referred 105 students to Wellness Together between August and December 2020 and 99 students received or currently receive services. Additionally, Wellness Together provided 370 counseling sessions including individual counseling, group counseling, family engagement and crisis intervention.

#### Challenges:

COVID-19 protocols created challenges in the implementation of pupil and family engagement and outreach opportunities this school year. The District administrators, Educationally Related Mental Health Service Providers, school Counselors and school Psychologists had to creatively and safely provide services in ways not done before. For example, individual counseling sessions were provided via a virtual format over Zoom and in-person support was provided through social distancing and the use of PPE. Another challenge was the lack of ability to provide group sessions due to safety protocols and guidelines. Yet another challenge was the District adopted, “Love and Logic” family engagement parenting in-person training was cancelled due to the lack of ability to gather in large groups.

## Analysis of School Nutrition

A description of the successes and challenges in providing school nutrition in the 2020-21 school year.

### Successes:

Throughout the 20-21 school year the Dry Creek District, through our meal partner, provided free meals to all children in the Dry Creek community up to age 18 at 9 locations in the greater Antelope / Roseville area. The United States Department of Agriculture and state approved waivers which were instrumental to allow the Seamless Summer feeding program, eliminating the need to collect eligibility documentation or meal payments and providing operational flexibilities such as meal time, providing more than one meal via pick-up or grab and go to take home.

### Challenges:

There were numerous operational challenges which were overcome through extensive planning, work and resource allocation. Some of the major challenges included the changing rules and regulations, adjusting meal times as a result of staffing levels and instructional schedules, maintaining healthy environments and operations for students and staff, ensuring students follow guidelines to reduce COVID-19 spread and did not congregate by multiple methods of meal pickup / delivery.

## Additional Actions and Plan Requirements

### Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Mental Health and Social and Emotional Well-Being	Counseling services have been increased by 1.4 FTE for a total of 12.15 FTE.	1,263,967	1,211,207	Yes
Distance Learning Program (Access to Devices and Connectivity)	Funds have been provided to schools to address site specific needs and in order to provide supplies to support families with instructing at home during Distance Learning.	172,956	315,631	Yes
Mental Health and Social and Emotional Well-Being	School-based mental health therapy is provided to all 10 school sites with the goal of serving 200 students with 700 counseling sessions including individual counseling and family engagement.	120,384	106,942	Yes

A description of any substantive differences between the planned actions and budgeted expenditures for the additional plan requirements and what was implemented and expended on the actions.

Counseling staff was increased by 1.4 FTE and the expenditures are now projected on actual staff rather than vacancies.

Funds to school sites were increased to address site-specific needs as we transitioned from Distance Learning, in-person hybrid learning, in-person modified day, and in-person full-day instruction. The additional funds were added with new one-time resources to be received in the last quarter of 20-21.

Mental health therapy costs were lower than projected however the same goal of the number of services remain.

### Overall Analysis

An explanation of how lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.

Through both implementation of Distance Learning and in-person instruction, we validated our need for Social-Emotional Learning (SEL) curriculum, policies and services for students. It is evident that our students' needs are ongoing and many are surfacing in real time. We have found that having an SEL screener, re-engagement plan, increased school based mental health, revisiting the implementation of PBIS and Restorative Practices and re-training of staff is imperative to helping our students succeed. We also know from experience that we will need to be laser focused with intentional, timely and purposeful intervention/tutoring for at-risk students and students with unique needs. We will provide these services through our robust MTSS and RTI systems District-wide. Supports for our EL students will be essential and we will need increased EL/RR/Intervention teacher support, and GLAD implementation District-wide at all grade levels.

Technology resources and integration into the classrooms for teaching and learning are important and have become a typical resource within the school day. Identifying the platforms and access needed will benefit all students as we move into our new school year. As with any year, progress monitoring and analyzing student data on a regularly planned frequency is of utmost importance as we need to know whether or not students are progressing academically and social-emotionally.

An explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs.

Universal screeners, collaborative conferences, progress monitoring (academic and SEL), PLC assessments including data analysis, and IEP goal check updates will be used to monitor student levels and progress. Universal screeners will continue to be given every twelve weeks for all students and more frequently for some students if warranted. The scores from universal screeners and SEL data points will be monitored through collaborative conferences wherein, grade level/department teams will identify students needing extra supports and group them accordingly to receive services during Tier 2, Tier 3 and before/after school. In addition, PLCs will meet to analyze grade level common assessments aligned to essential standards and provide Tier 2 supports for students that are not proficient. Special education staff will meet regularly with general education teams to determine supports for students within the general education classroom, and will regularly monitor progress toward standards and IEP goals. Intervention teams at the sites will monitor students and identify additional supports for students as needed.

A description of any substantive differences between the description of the actions or services identified as contributing towards meeting the increased or improved services requirement and the actions or services implemented to meet the increased or improved services requirement.

There were no substantive differences between the descriptions and the actual implementation.

# Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan

A description of how the analysis and reflection on student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP.

As we were in school in a traditional model from August 2019-February 2020, we implemented all of the actions and services within the 2019-2020 LCAP with fidelity. While some of the actions and services were done in a different manner while on stay at home order, we still provided supports and services to students in order to meet their needs. As described in detail at the end of each goal section, services such as counseling, EL supports, at-risk interventions, Restorative Practices, professional learning, and foster youth supports were continued through the end of the school year.

Each school site staff, including both certificated and classified, District administration, site councils, and ELAC and DELAC committees reviewed the 2019-2020 LCAP goals and provided feedback on supports and services to carry forward. In addition, the same groups reviewed the 2020-2021 LCP supports and services and gave input on actions to include for our students. In reviewing the LCP, we found the re-engagement and attendance plan actions to be essential in supporting our students with regular participation in school, parent/school connection and family support services.

Furthermore, our actions and services for students in regard to intervention, progress monitoring and scheduling to accommodate all of the in-person models, were effective in providing students with the needed academic and social-emotional learning opportunities needed to be successful. Analyzing the feedback received, as well as, the data collected in regard to academic and social-emotional progress at each school site, actions and services in the 2021-2024 LCAP are aligned to increase services to our students as we transition back to a traditional school year for August of 2021. The actions and services include: increased mental health and social-emotional learning (services, professional development, school-wide implementation), increased support staff for English Learner (EL) and at-risk students, targeted/focused summer program to extend learning time for more students by school site, increased technology integration and access, and focused parent engagement and education opportunities.



## Instructions: Introduction

The Annual Update Template for the 2019-20 Local Control and Accountability Plan (LCAP) and the Annual Update for the 2020–21 Learning Continuity and Attendance Plan must be completed as part of the development of the 2021-22 LCAP. In subsequent years, the Annual Update will be completed using the LCAP template and expenditure tables adopted by the State Board of Education.

*For additional questions or technical assistance related to the completion of the LCAP template, please contact the local 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](mailto:lcff@cde.ca.gov).*

## Instructions: Annual Update for the 2019–20 Local Control and Accountability Plan Year

### Annual Update

The planned goals, state and/or local priorities, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the approved 2019-20 Local Control and Accountability Plan (LCAP). Minor typographical errors may be corrected. Duplicate the Goal, Annual Measurable Outcomes, Actions / Services and Analysis tables as needed.

For each goal in 2019-20, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in 2019-20 for the goal. If an actual measurable outcome is not available due to the impact of COVID-19 provide a brief explanation of why the actual measurable outcome is not available. If an alternative metric was used to measure progress towards the goal, specify the metric used and the actual measurable outcome for that metric.

Identify the planned Actions/Services, the budgeted expenditures to implement these actions toward achieving the described goal and the actual expenditures to implement the actions/services.

#### Goal Analysis

Using available state and local data and input from parents, students, teachers, and other stakeholders, respond to the prompts as instructed.

- If funds budgeted for Actions/Services that were not implemented were expended on other actions and services through the end of the school year, describe how the funds were used to support students, including low-income, English learner, or foster youth students, families, teachers and staff. This description may include a description of actions/services implemented to mitigate the impact of COVID-19 that were not part of the 2019-20 LCAP.

- Describe the overall successes and challenges in implementing the actions/services. As part of the description, specify which actions/services were not implemented due to the impact of COVID-19, as applicable. To the extent practicable, LEAs are encouraged to include a description of the overall effectiveness of the actions/services to achieve the goal.

## **Instructions: Annual Update for the 2020–21 Learning Continuity and Attendance Plan**

### **Annual Update**

The action descriptions and budgeted expenditures must be copied verbatim from the 2020-21 Learning Continuity and Attendance Plan. Minor typographical errors may be corrected.

### **Actions Related to In-Person Instructional Offerings**

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to in-person instruction and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions, as applicable.
- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing in-person instruction in the 2020-21 school year, as applicable. If in-person instruction was not provided to any students in 2020-21, please state as such.

### **Actions Related to the Distance Learning Program**

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to the distance learning program and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions, as applicable.
- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing distance learning in the 2020-21 school year in each of the following areas, as applicable:
  - Continuity of Instruction,
  - Access to Devices and Connectivity,

- Pupil Participation and Progress,
- Distance Learning Professional Development,
- Staff Roles and Responsibilities, and
- Supports for Pupils with Unique Needs, including English learners, pupils with exceptional needs served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness

To the extent practicable, LEAs are encouraged to include an analysis of the effectiveness of the distance learning program to date. If distance learning was not provided to any students in 2020-21, please state as such.

## **Actions Related to Pupil Learning Loss**

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to addressing pupil learning loss and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions, as applicable.
- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in addressing Pupil Learning Loss in the 2020-21 school year, as applicable. To the extent practicable, include an analysis of the effectiveness of the efforts to address pupil learning loss, including for pupils who are English learners; low-income; foster youth; pupils with exceptional needs; and pupils who are experiencing homelessness, as applicable.

## **Analysis of Mental Health and Social and Emotional Well-Being**

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in monitoring and supporting Mental Health and Social and Emotional Well-Being of both pupils and staff during the 2020-21 school year, as applicable.

## **Analysis of Pupil and Family Engagement and Outreach**

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges related to pupil engagement and outreach during the 2020-21 school year, including implementing tiered reengagement strategies for pupils who were absent from distance learning and the efforts of the LEA in reaching out to pupils and their parents or guardians when pupils were not meeting compulsory education requirements or engaging in instruction, as applicable.

## **Analysis of School Nutrition**

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in providing nutritionally adequate meals for all pupils during the 2020-21 school year, whether participating in in-person instruction or distance learning, as applicable.

## **Analysis of Additional Actions to Implement the Learning Continuity Plan**

- In the table, identify the section, the planned actions and the budgeted expenditures for the additional actions and the estimated actual expenditures to implement the actions, as applicable. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for the additional actions to implement the learning continuity plan and what was implemented and/or expended on the actions, as applicable.

## **Overall Analysis of the 2020-21 Learning Continuity and Attendance Plan**

The Overall Analysis prompts are to be responded to only once, following an analysis of the Learning Continuity and Attendance Plan.

- Provide an explanation of how the lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.
  - As part of this analysis, LEAs are encouraged to consider how their ongoing response to the COVID-19 pandemic has informed the development of goals and actions in the 2021–24 LCAP, such as health and safety considerations, distance learning, monitoring and supporting mental health and social-emotional well-being and engaging pupils and families.
- Provide an explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs (including low income students, English learners, pupils with disabilities served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness).
- Describe any substantive differences between the actions and/or services identified as contributing towards meeting the increased or improved services requirement, pursuant to *California Code of Regulations*, Title 5 (5 CCR) Section 15496, and the actions and/or services that the LEA implemented to meet the increased or improved services requirement. If the LEA has provided a description of substantive differences to actions and/or services identified as contributing towards meeting the increased or improved services requirement within the In-Person Instruction, Distance Learning Program, Learning Loss, or Additional Actions sections of the Annual Update the LEA is not required to include those descriptions as part of this description.

## **Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan**

The Overall Analysis prompt is to be responded to only once, following the analysis of both the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan.

- Describe how the analysis and reflection related to student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP, as applicable.



# Annual Update for the 2019–20 Local Control and Accountability Plan Year

## Expenditure Summary

Total Expenditures by Funding Source		
Funding Source	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Funding Sources	39,455,752.00	42,085,777.96
	0.00	0.00
LCFF - Base	33,786,251.00	36,511,285.80
LCFF - Supplemental	5,095,741.00	5,029,621.37
Lottery	15,075.00	20,371.82
Lottery: Instructional Materials	444,923.00	385,723.39
Mental Health	3,000.00	3,502.53
Title I	17,762.00	31,895.89
Title II	76,000.00	82,551.20
Title III	17,000.00	20,825.96

\* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Object Type		
Object Type	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Expenditure Types	39,455,752.00	42,085,777.96
	39,455,752.00	42,085,777.96

\* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Object Type and Funding Source			
Object Type	Funding Source	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Expenditure Types	All Funding Sources	39,455,752.00	42,085,777.96
		0.00	0.00
	LCFF - Base	33,786,251.00	36,511,285.80
	LCFF - Supplemental	5,095,741.00	5,029,621.37
	Lottery	15,075.00	20,371.82
	Lottery: Instructional Materials	444,923.00	385,723.39
	Mental Health	3,000.00	3,502.53
	Title I	17,762.00	31,895.89
	Title II	76,000.00	82,551.20
	Title III	17,000.00	20,825.96
		17,000.00	0.00
			17,000.00

\* Totals based on expenditure amounts in goal and annual update sections.



Total Expenditures by Goal		
Goal	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
Goal 1	32,766,034.00	36,267,878.40
Goal 2	1,943,219.00	1,909,719.34
Goal 3	2,211,158.00	1,883,258.11
Goal 4	2,329,911.00	1,835,660.60
Goal 5	205,430.00	189,261.51

\* Totals based on expenditure amounts in goal and annual update sections.

# Annual Update for the 2020–21 Learning Continuity and Attendance Plan Expenditure Summary

Total Expenditures by Offering/Program		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	\$1,024,173.00	\$1,328,049.00
Distance Learning Program	\$2,931,159.00	\$3,621,683.00
Pupil Learning Loss	\$182,000.00	\$110,369.00
Additional Actions and Plan Requirements	\$1,557,307.00	\$1,633,780.00
All Expenditures in Learning Continuity and Attendance Plan	\$5,694,639.00	\$6,693,881.00

Expenditures by Offering/Program (Not Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	\$407,945.00	\$464,835.00
Distance Learning Program		
Pupil Learning Loss		
Additional Actions and Plan Requirements		
All Expenditures in Learning Continuity and Attendance Plan	\$407,945.00	\$464,835.00

Expenditures by Offering/Program (Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	\$616,228.00	\$863,214.00
Distance Learning Program	\$2,931,159.00	\$3,621,683.00
Pupil Learning Loss	\$182,000.00	\$110,369.00
Additional Actions and Plan Requirements	\$1,557,307.00	\$1,633,780.00
All Expenditures in Learning Continuity and Attendance Plan	\$5,286,694.00	\$6,229,046.00

# Local Control 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 [2021-22]

### General Information

A description of the LEA, its schools, and its students.

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 6,335 students attending one of our six (6) TK-5 elementary schools, our TK-8 school, our two (2) 6-8 middle schools, or our K-8 virtual learning academy, 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. Eight hundred ninety-five (895) or 14% of students in DCJESD speak at least one language other than English. Currently, forty-five (45) different languages are spoken throughout our District. Furthermore, DCJESD serves 2,439 students (38% of total population) receiving free or reduced meals, twelve (12) Foster Youth and one hundred twelve (112) Homeless students. Two Thousand Seven Hundred Twenty-Five (2,725) students or 45% 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. Stakeholder 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 continues to serve English learner (EL) students at a high level and in a variety of ways. The support given to our EL students results in a significant number of students being reclassified each year. Last year, 21% of our EL students participated in the Road to Reclassification and met the criteria. These reclassified students show high levels of proficiency on the CAASPP tests for both ELA and Math each school year. In the most recent Dashboard (December 2019) our reclassified students scored 40.1 points above standard in ELA and 11.8 points above standard in Math. Both scores surpass that of our English only students! Furthermore, we continue to use Guided Language Acquisition and Design (GLAD) strategies TK-8 to maintain high levels of instructional support in the content areas for all learners. In addition, students are monitored in a systematic way to identify specific areas of need. Standards aligned instructional materials and professional development support the implementation of designated and integrated ELD lessons.

Another area of success is our progress with ELA and Math. Our latest Dashboard results for ELA show that all students are at the Green level at 17.3 points above level 3 with 12/14 student groups having increased or maintained status. Moreover, 8/14 are in Medium to very High status and all but one of the groups in Low status showed growth. A particular milestone is the 16.7 point increase for our Students with Disabilities (SWD). Additionally, our Math scores have improved with an all students status of Green and an increase of 12.5 points. Overall, 13/14 student groups increased or maintained status, 8/14 are in Medium to High and all groups in Low status showed an increase. Again, our SWD students made great gains with a growth of 17.8 points.

With a focus on social-emotional learning and implementing systems of supports for students, our overall suspension rate continues to decline. With a current status on the 2019 Dashboard at the Green level and 1.9% rate, it is the third year in a row with a decline. In looking at the data for the 2019-2020 school year (collected August 2019-February 2020), the suspension rate again declined for a total of 1.5% which is lower than the State average. We believe this is due to the numerous systems and support levels implemented District-wide through our Multi-Tiered System of Supports (MTSS) model. Some of the supports in place this year were Toolbox, increased school-based therapy, restorative practices, PBIS implementation at all school sites, alternative learning environments, mentoring programs, and partnering with families. We will continue to develop and refine these supports and others in the coming school year.

## 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.

While Dry Creek does not have a state or local performance indicator for which overall performance is in the Red or Orange categories on the December 2019 Dashboard, there are subgroups that fall two levels below overall performance or are significantly below standard as compared to other subgroups.

First, looking at our academic performance, our ELA ALL students overall status is Green and 17.8 points above standard. Comparing the subgroups, we are concerned with the gaps that exist for our African American (AA) students and Students with Disabilities (SWD). African American students have an Orange status at 19 points below standard and declined by 8.9 points. Students with Disabilities have a Yellow status, as they increased by 16.9 points, however, at 67.1 points below standard level, the gap between their achievement and the overall achievement of our students is significant. Math is an area of concern District-wide among all subgroups. The 2019 Dashboard shows ALL students in Green status at 2.1 points below standard and an increase of 12.5 points. However, when digging deeper into our subgroups, 9 subgroups remain below standard, though 11 have shown an increase in proficiency over the 2018-2019 school year. Our most significant deficits are within our African American and Students with Disabilities subgroups with a score of 51.5 and 92.7 points below standard respectively. African American students had .8 point change leaving them in a maintenance period while SWD had a 17.8 increase.

Math continues to be an area of need in regard to academic progress. Overall we are currently at Medium Yellow status -14.3 below Level 3 and maintained with a gain of 1.2 points. While 12/14 subgroups maintained or increased, 12/14 subgroups are in Low or Medium status. After having analyzed data and practices District-wide, we will implement a plan to address areas of need in regard to math instructional practices and student engagement. Our middle school staff will engage in specially designed GLAD training with specific strategies to support math instruction and learning, including demonstration lessons and instructional rounds. Specific SUCCESS Math strategies will be implemented in middle school. Our TK/K-5 staff will be collaborating on how they are implementing what they learned in regards to the non-negotiable Expressions math strategies they were trained on in 2018-2019. We will continue to train our K-2 staff on using the Expressions Bridging Kits. This helps establish routines in the K-5 curriculum. Our staff will also receive training on SUCCESS Math techniques and will learn strategies to help teach and create performance tasks. Each school site will continue to implement a Response to Intervention & Instruction (RTI) system in which students participate in three Tiers of Learning: Tier 1 - classroom instruction, Tier 2 - targeted instruction based on essential standards, and Tier 3 - strategic, specialized instruction based on learning gaps. All sites will hold collaborative conferences, wherein they will monitor student progress. All elementary sites will ensure each grade level has designated time during the school day for intervention/extension to support all students.

After analyzing the December 2019 Dashboard Data for Suspension rate and the 2020 CALPADS suspension data, we know that we need to focus our efforts on our African American and Students with Disabilities subgroups. Though the District Suspension rate has been in decline for several years, our AA and SWD subgroups have consistently been at a much higher suspension rate. 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.

## LCAP Highlights

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

Dry Creek is proud of our work to establish a true Multi-tiered System of Supports (MTSS) for all of the students we serve. Our MTSS model supports both academic and social-emotional learning in a scaffolded tiered approach. It is important to note that our MTSS tiers are supported by many actions and services and the LCAP serves as an additional level of support in contributing to the increased or improved services of our unduplicated students. The goals within our LCAP are divided into three areas: Academics, School Climate and Parent and Community Engagement. Within each goal, actions and services are aligned to support all students, with focus on our low-income, English learner (EL) and Foster and Homeless Youth. Analyzing the feedback received, as well as, the data collected in regard to academic and social-emotional progress at each school site, actions and services in the 2021-2024 LCAP include: increased mental health and social-emotional learning (services, professional learning, school-wide implementation), increased support staff for English learner (EL) and at-risk students, focus on educational equity, targeted/focused summer program and during/before/after school targeted interventions to extend learning time for more students by school site, increased technology integration and access, and meaningful parent engagement and education opportunities.

## 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

# Stakeholder Engagement

A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP.

The LEA sought engagement from our parent advisory groups which included representation from Title I, (serving low-income students), Foster Youth, and District English Language Advisory Committee (DELAC), serving English learners. Three meetings were held throughout the process (November, February, and May) in which parents, teachers and administrators reviewed the eight state priority areas. Each group identified areas of interest related to the eight priorities and offered specific input prior to the development of the LCAP. All members had the opportunity to review goals, metrics, indicators, and outcomes. This team also reviewed the draft of the final LCAP document before it was presented to the Board of Trustees. In addition, LEA sought engagement from all ten School Site Councils and English Language Advisory Committees (ELAC) during the months of February, March, April, and May. Through a workshop at each school site, all members had the opportunity to review goals, metrics, indicators, and outcomes. Feedback was collected in written form. Site Councils included teachers, administrators, students (middle school) and parents. ELACs included teachers, parents, and administration. The LEA sought engagement from the local bargaining units by providing them with an overview of the eight state priorities and the draft LCAP. Consultation was held in May 2021. The LEA sought engagement from the District leadership team through analysis of current actions/services and suggestions for future years out. Feedback was collected in written form. The LEA utilized a District level working group to revisit each goal with the intent to verify and update each action and service based on what has occurred thus far in the school year. We reviewed metric results that were available at this time in order to better respond to the intended outcomes. This working group included the Assistant Superintendent of Educational Services, the Director of Special Education, Director of Student Services and Community Engagement, Director of Instruction and Professional Learning, Program Specialist, and the Teacher on Assignment team. The LEA sought engagement from staff, parents and the community through a survey document sent via school newsletters and email. Feedback was given in written electronic form aligned to each LCAP goal area. The LEA sought engagement from staff members through a workshop at each school site. Feedback was collected in written form. The Superintendent notified the public of opportunity to comment regarding actions and expenditures proposed in the LCAP by posting the LCAP on the District's website on May 27, 2021, prior to a public hearing scheduled on June 3, 2021 when the LCAP will be reviewed by the Board of Trustees. The Board will be asked to hear public comments. The Board will be asked to approve the LCAP and then the budget at a subsequent Board meeting scheduled on June 17, 2021.

In addition to the in person meetings (by Zoom during COVID), DCJESD seeks input via an annual student, parent and staff survey. The survey captures information needed to align our continued efforts to support students.

## DELAC & LCAP Committee Meetings:

November 18, 2020

January 27, 2021

May 13, 2021 - Draft LCAP was presented and staff requested input and feedback from the Committee. Questions from the committee were recorded, answers were given in verbal and written form. Copies of the questions and answers were given to the Board of Trustees for review at the June 3, 2021 Public Hearing

Consultation with bargaining groups: May, 2021

LCAP parent and staff survey administration March 1 - March 12, 2021

Student survey administration February 25 - March 12, 2021

Consultation with Placer County Special Education Local Plan Area (SELPA) May 21, 2021

#### A summary of the feedback provided by specific stakeholder groups.

The feedback received was essential in helping the District define its priorities for the next three years. The District analyzed patterns or trends among the stakeholder responses in relation to greatest needs when considering any changes or additions to the action or services in each goal area. Information gathered from these meetings was reviewed and utilized in the development of the District LCAP. Parents and staff had multiple opportunities for engagement and consultation via School Site Councils (SSC), English Language Advisory Committee (ELAC), the District Parent Advisory group, staff meetings, and District-wide surveys. Below represents the main topics that were discussed among the stakeholder groups. Overall, the feedback received also indicated that stakeholders feel each action and service within the 2019-2020 LCAP should still be a priority and with increased supports and services for implementation in some of them specifically. As summary of the feedback is as follows.

Site Council/ELAC/LCAP Committee:

- Continue Summer program supports

- Increase Mental Health services

- Increase Counselor supports

- Continue or increase EL supports and Staff

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

- SEL supports

- Professional Learning for staff

Staff:

- Targeted and increase summer program supports

- Increase Mental Health services

- Increase Counseling Services

- Increase SEL supports

- Professional Learning for SEL, EL, serving diverse students and general areas

- Continue or increase EL supports and staff

- Offer parent education and engagement opportunities

Themes throughout the feedback were identified and included: maintaining class size ratios, maintaining 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, professional learning in regard to the cultural diversity of



the students we serve, 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 stakeholder input.

Based on the feedback described above, increased mental health and social-emotional learning (services, professional development, school-wide implementation), increased support staff for English learner (EL) and at-risk students, educational equity training and implementation of practices, targeted/focused summer program to extend learning time for more students by school site, and focused parent engagement and education opportunities have been written into our actions and services for the coming years.

# 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, EL, FY/Homeless, low income and students with unique needs, with increased supports and services for them to reach equitable outcomes. While we do not have current State data, we have thoroughly reviewed end of year District assessment data, end of year collaborative conference data, and have reviewed the last CA Dashboard from December 2019.

Our latest Dashboard (December 2019) results for ELA show that all students are at the Green level at 17.3 points above level 3 with 12/14 student groups having increased or maintained status. Moreover, 8/14 are in Medium to very High status and all but one of the groups in Low status showed growth. A particular milestone is the 16.7 point increase for our Students with Disabilities (SWD). Additionally, our Math scores have improved with an all students status of Green and an increase of 12.5 points. Overall, 13/14 student groups increased or maintained status, 8/14 are in Medium to High and all groups in Low status showed an increase. Again, our SWD students made great gains with a growth of 17.8 points. The support given to our EL students resulted in a significant number of students being reclassified each year. Last year, 21% of our EL students participated in the Road to Reclassification and met the criteria. These reclassified students show high levels of proficiency on the CAASPP tests for both ELA and Math each school year. In the most recent Dashboard (December 2019) our reclassified students scored 40.1 points above standard in ELA and 11.8 points above standard in Math. Both scores surpass that of our English only students!

While we have much to celebrate, we also have areas in which we need to grow. For ELA ALL students overall status is Green and 17.8 points above standard. Comparing the subgroups, we are concerned with the gaps that exist for our African American (AA) students and Students with Disabilities (SWD). African American students have an Orange status at 19 points below standard and declined by 8.9 points. Students with Disabilities have a Yellow status, as they increased by 16.9 points, however, at 67.1 points below standard level, the gap between their achievement and the overall achievement of our students is significant. Current District end of year assessment data by grade level is identified below in the baseline line item for review.

Stakeholder feedback received through the LCAP development process indicates 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	2020-2021  Kindergarten First Grade Second Grade Third Grade Fourth Grade Fifth Grade Sixth Grade				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
	Seventh Grade Eighth Grade				
District Math End of Year Assessments	2020-2021  Kindergarten First Grade Second Grade Third Grade Fourth Grade Fifth Grade Sixth Grade Seventh Grade Eighth Grade				85% of students score Proficient or Higher for all grade levels
CA Dashboard by Subgroup ELA, Math, Science	December 2019 Dashboard (points above or below Level 3/current Status) 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  Math: ALL Students -2.1 / Medium				Increase proficiency and status yearly for all groups. Close proficiency gap between "ALL" Students and subgroups with at least a 30 point gain.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	EL Students -18.8 / Medium SED Students -26.2 / Low SWD Students -92.7 / Low African American Students -51.5 / Low  Science: N/A ALL Students EL Students SED Students SWD Students African American Students				
CA Dashboard ELPI Indicator	December 2019 Dashboard ELPI: 58.4% making progress toward English Language proficiency Performance Level: High				ELPI: 65% making progress toward English Language proficiency Performance Level: High
Reclassification Rate for EL students	2020-2021 RFEP				Maintain reclassification of 10% or more per year
TK student Kindergarten Readiness Score Average of $\geq 70$ points	TK students 2020-2021 Average				Maintain $\geq$ average of 70 pts.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Professional Development Survey	2020-2021 Survey				95% or higher approval rating
Academic Bridge Growth Measure	Percentage of students making growth on post assessment - baseline to be established Summer 2021				100% of students made growth on post assessment
Kindergarten Bootcamp Growth	Increase Kindergarten Readiness Assessment Score by 10%				Maintain a 10% or higher increase on the Kindergarten Readiness Assessment
GLAD Trained Staff	# of Teachers GLAD Trained: 213				All certificated staff are GLAD trained.

## Actions

Action #	Title	Description	Total Funds	Contributing
1	Professional Learning	Provide professional learning for both certificated and classified staff to support teaching practices and student outcomes. 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, on site 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 but not limited to: reciprocal teaching, small group instruction, middle school math instructional rounds, K-2 math articulation, as well as, content specific needs. 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	\$469,184.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Intervention (RTI) system implementation and grade level/content specific needs and District focus areas as noted above.		
<b>2</b>	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 and actions for progress monitoring, grading and reporting student progress.	\$36,735.00	Yes
<b>3</b>	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.	\$101,229.00	Yes
<b>4</b>	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 EL, low income, FY/Homeless families.	\$6,000.00	No
<b>5</b>	Technology Access and Integration	Provide teachers and students with technology tools, programs, and access to enhance and support appropriate curriculum TK-8. Provide students and families with technology equipment and connectivity as needed to access their education. Provide professional development for staff focused on integrating technology to best support teaching practices and learning. Provide parent education to best support and engage in their student's education. Library Media Technicians will	\$194,962.00	Yes

Action #	Title	Description	Total Funds	Contributing
		support the implementation of technology tools and programs at each school site.		
<b>6</b>	College and Career Readiness	Provide learning opportunities for our students that align with college and career readiness. Provide our middle school students 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.	\$21,292.00	Yes
<b>7</b>	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.	\$885,097.00	Yes
<b>8</b>	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.	\$70,521.00	Yes



Action #	Title	Description	Total Funds	Contributing
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 3 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 1 and Tier 2 instruction and supports.	\$118,419.00	Yes
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 will meet regularly with staff to plan lessons, model lessons, work on job specific individual needs, and guide them through the induction process. Provide professional development to all staff, specific to their duties.	\$17,059.00	Yes
11	Instructional Planning	Provide general education teaching staff teaching 1st, 2nd, & 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 and SED students.	\$304,678.00	Yes
12	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 educational equity lens and develop actions to mitigate barriers for our subgroups and eliminate disparities in educational outcomes.	\$19,633.00	Yes

Action #	Title	Description	Total Funds	Contributing
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.	\$3,353,605.00	No

## Goal Analysis [2021-22]

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.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

**A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures 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 1 supports—efforts aimed at preventing the emergence of future problems. When these strategies are insufficient, Tier 2 supports are indicated. Tier 2 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 3, 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. In the last couple of years we have seen an overall decrease in suspension rates District-wide. With a current status on the 2019 Dashboard at the Green level and 1.9% rate, it is the third year in a row with a decline. In looking at the data for the 2019-2020 school year (collected August 2019-February 2020), the suspension rate again declined for a total of 1.5% which is lower than the state average. School-based counseling and mental health services have also been increased, providing additional services to more students than ever. Just last year, through our partnership with Wellness Together (school-based mental health), 105 students were referred, resulting in 370 counseling sessions. In addition, they provided 45 social and emotional learning presentations to our students and sessions for trauma informed practices and supports for educators. Students 4-8 reporting being verbally bullied on campus has trended downward the last three years from 41% to 23%.

Having reviewed multiple forms of data, including our student and parent surveys, stakeholder 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 the new 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	December 2019 Dashboard Reports Overall 6.6% SWD 10.6% SED 10.2% EL 5.8% African American 10.5% Homeless 27.6%				Decrease Chronic Absenteeism proportionally for all subgroups. Decrease significantly the subgroups with greatest with highest percentages to less than 5%.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Foster Youth 0%  2019-2020 DataQuest: August 2019-February 2020 401 students or 5.7%				Overall District SWD SED EL African American Homeless Foster Youth
CA Dashboard Suspension Rate Indicator	December 2019 Dashboard Reports Overall 1.9% SWD 3.7% SED 3% EL .8% African American 7.4% Homeless 5.4% Foster Youth 0%  19-20 Data reflects August 2019-February 2020 (not calculated same as Dashboard) Overall District 1.5% SWD 3.3% SED 1.9% EL .4% African American 3.7% Homeless .8% Foster Youth 18.8%				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%. SWD African American

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Number of CalPads Reported Incidents	18/19: 388 total incidents 319 unduplicated incidents  19/20: 298 total incidents 241 unduplicated incidents				Less than 200 CalPads reported incidents
Average Daily Attendance Rate	97% (18-19) 96.3% (Aug. 2019-February 2020)				Maintain ADA rate of 97% or higher.
Middle School Drop Out Rate	0				Maintain 0 middle school drop outs
Parent Survey	1. 77% of parents feel that bullying is NOT a problem at school. 2. 88% of parents feel that their students feel safe at school. 3. 79% of parents feel that their students get along with each other and respect their differences 4. 73% of parents understand what types of social-emotional supports are available to students				Increase to or maintain a 90% or higher agreement

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	5. 81% of parents feel students receive the supports they need.				
Student Survey	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.				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	Baseline to be established August 2021 Number of students scoring in the At-Risk level District-wide				Number of students scoring in the At-Risk level will decrease yearly

## Actions

Action #	Title	Description	Total Funds	Contributing
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, serving all students.	\$7,740.00	Yes

Action #	Title	Description	Total Funds	Contributing
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 serving all students.	\$5,000.00	Yes
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 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 trancies 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.  **See attached Attendance Success Plan.	\$18,000.00	Yes
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	\$10,000.00	Yes



Action #	Title	Description	Total Funds	Contributing
		for school-wide supports. Professional learning opportunities provided for staff serving all students.		
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 3 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> <p><b>**See attached Mental Health and Social-Emotional Well Being Plan.</b></p>	\$253,994.00	Yes
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.	\$378,573.00	Yes
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. Hire school Social Worker to provide support services, act as a liaison between families and school site, family support, and coordinate with appropriate community/county	\$307,966.00	Yes

Action #	Title	Description	Total Funds	Contributing
		supports and services. Provide school supplies, transportation, clothing, food provisions and hygiene kits as needed.		
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.	\$14,105.00	Yes
9	Social-Emotional Learning Student Screener	The district will be beginning 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 strategies for strengthening students' social skills both in school and in out-of-school-time settings.	\$20,000.00	Yes
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.	\$2,992,900.00	No

## Goal Analysis [2021-22]

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.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

**A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.**

# Goals and Actions

## Goal

Goal #	Description
3	Foster meaningful Parent and Community Engagement

An explanation of why the LEA has developed this goal.

Regular parent/family outreach engages parents as partners in supporting student success. We have reviewed data from the parent survey, the LCAP review charts, and the local indicator 3 - Parent Engagement rubric review. This data with representation from each school site is essential in the planning for meaningful parent participation. Based on the feedback, parent/family education will continue to be increased with an emphasis on supporting learning at home and understanding how to participate in the many aspects of a students educational experience. The District will continue to create a culture of respect and caring that supports positive relationships among all stakeholders. In addition, we will continue to provide culturally appropriate and linguistically accessible supports and resources needed for families to provide input and participate in school site strategies to improve academic achievement and 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	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 involvement. 3. 94% of parents feel they are able to communicate with teachers/staff when needed.				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>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>				
Participation in Parent/Family Education	2021-2022 School Year will be baseline as due to COVID opportunities were limited.				Increase by 10% each school year
Local Indicator #3 - Parent Engagement Rubric Scores 1 - Exploration Phase 2 - Beginning Development	<p>Building Relationships:</p> <p>1. Rate the LEA's progress in developing the</p>				<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>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 educators using language that is understandable and</p>				

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>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 progress and ways to work together to support improved student outcomes. 4</p>				

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<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>11. Rate the LEA's progress in providing all families with opportunities to</p>				



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

## Actions

Action #	Title	Description	Total Funds	Contributing
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.	\$1,500.00	Yes

Action #	Title	Description	Total Funds	Contributing
<b>2</b>	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 stakeholders 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.	\$33,217.00	Yes
<b>3</b>	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.	\$36,939.00	Yes
<b>4</b>	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 not limited to: Zones of Regulation and behavior strategies, Technology and Accessing programs such as Google	\$8,037.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Classroom, SeeSaw, PowerSchool 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 stakeholders, 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.		
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.	\$2,760.00	No

## Goal Analysis [2021-22]

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.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

**A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures 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
Williams Audit - Highly Qualified Staff	100% Compliance				100% Compliance
Class Size Ratios	TK-3 24:1 4-5 30:1 6-8 32:1				TK-3 24:1 4-5 30:1 6-8 32:1
Facilities Inspection Tool (FIT)	Maintain Good Or Exemplary Standings on the FIT ACMS 95.93% Good				All sites will score Good or Exemplary on the FIT tool

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	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				
K/1 Combination Classes	0				0

## Actions

Action #	Title	Description	Total Funds	Contributing
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.	\$294,509.00	No
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	\$1,596,459.00	Yes
3	Minimize Kindergarten/First Grade Combination Classes	Minimize the number of Kindergarten/First grade combination classes District-wide.	\$265,249.00	Yes
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	\$5,109,713.00	No

Action #	Title	Description	Total Funds	Contributing
		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.		
5	Appropriately Assigned Staff	Ensure teachers are appropriately assigned to courses through regular monitoring and assignment processes.	\$2,955.00	Yes
6	Support of increased/improved services	Indirect costs for activities specific to increased/improved services applied to Supplemental funds	\$151,389.00	Yes
7	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	\$29,349,510.00	No

## Goal Analysis [2021-22]

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.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

**A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.**

## Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2021-22]

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
9.27%	5,113,478

The Budgeted Expenditures for Actions identified as Contributing may be found in the Increased or Improved Services Expenditures 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.

We believe the various actions listed in this document provide the greatest impact towards reaching these goals for these 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.

In specific cases where there is a high concentration of English learners (EL's), Redesigned Fluent English Proficient (RFEP's), Low Income and/or Foster Youth (LI/FY), supplemental funds are used to provide school-wide services above and beyond what is being provided for all students. The District will use supplemental funds to directly support unduplicated students (EL/LI/FY) with the instructional intervention and coaching provided by EL/Reading specialists, supplemental reading and math intervention support, and through professional development for teachers in math, English Language Arts, ELD, SDAIE and GLAD strategies (Goal/Action 1.1, 1.3, 1.7, 1.8).

Given these students have the greatest need of support in these areas, we will also use supplemental funds on a District-wide basis to meet our goals of:

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.
2. Maintain safe and orderly schools with a positive, engaging and supportive climate.
3. Foster meaningful Parent and Community engagement.
4. Ensure compliance, programs, services and facilities are maintained at high levels.



The District utilized a recent research study conducted in April 2014 by the American Institute for Research (AIR) to evaluate the overall effectiveness of operating a TK program in the District. It was noted in the research study that overall, parents of TK students who participated in focus groups described positive experiences with the program. Several parents highlighted positive outcomes for their children across developmental domains. One parent explained, "I believe that the level of learning has been at the kindergarten level. They've learned numbers, letters, shapes, colors—a great deal." Parents reported feeling the extra year of instruction would position their children to be at the top of their kindergarten class the following year. In addition, parents mentioned seeing gains in their children's social and emotional development. For example, one parent explained, through TK, her son "learned quite a bit—especially the social part. He loves going to school." Another parent added, "The children learned a great deal about how to be responsible in the classroom." Parents also noted their children's patience and focus improved—they are able to sit still and pay attention, which will be expected in kindergarten. We believe this data is a fair representation of what we have heard from our parents regarding their experience with the TK and Kindergarten program in our District. It is our intent to focus TK enrollment information and recruitment on our Low Income, at-risk and EL families in order to give the students the most learning time. (Goal/Action 1.4)

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 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 such, MTSS encompasses both RtI and PBIS, and systematically addresses support for all students. Because of the tiered level of supports staff have the ability to meet the needs of our unduplicated students, as many require interconnected supports to be successful. Since MTSS is a framework that brings together both 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." RtI is an approach that focuses on individual students who are struggling academically and pulls together resources from the LEA, school, and community to promote students' success before they fall behind. It is systematic and data-driven with tiered levels of intervention to benefit every student. PBIS is an approach that focuses on the emotional and behavioral learning of students, which leads to an increase in engagement and a decrease in problematic behavior over time. It assists the LEA in adopting and organizing evidence-based behavioral interventions that improve social and emotional behavior outcomes for all students." (Goal/Action 1.3, 1.9, all of Goal 2)

We have found that many of our Low Income, at-risk and Foster Youth students need social-emotional support in school. As a District, we will focus on building positive school climate in order to engage students and increase attendance. By providing Positive Behavioral Intervention and Supports (PBIS) structures in our schools along with increased counseling services we enable our most at-risk students to have the much needed social-emotional and behavioral supports. Providing increased health services directly supports our LI/FY and Homeless 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. Each of these activities is supported by literature that indicates the positive effects of a comprehensive system of support for students most in need. (Goal/Action 2.1, 2.3, 2.7)

As highlighted by the California Department of Education(CDE), "Social and Emotional Learning (SEL) reflects the critical role of positive relationships and emotional connections in the learning process and helps students develop a range of skills they need for school and life. SEL skills include the ability to:

- set and achieve positive goals,
- feel and show empathy for others,
- establish and maintain positive relationships
- make responsible decisions
- understand and manage emotions

All of these skills are necessary—both for educators and students—to function well in the classroom, in the community, and in college and careers. There is a growing body of research proving that SEL is fundamental to academic success, and must be woven into the work of every teacher in every classroom and every after school and summer learning program, if we truly want to prepare all our students for college and careers." (Goal 2)

In relation to increasing and improving services for students is maintaining a high level of educational equity and equitable outcomes for our students, particularly our most at-risk and underserved subgroups. As noted by CDE, "Ensuring equity in education is a necessary component in narrowing the achievement gap. Teachers and school leaders ensure equity by recognizing, respecting, and attending to the diverse strengths and challenges of the students they serve. High-quality schools are able to differentiate instruction, services, and resource distribution to respond effectively to the diverse needs of their students, with the aim of ensuring that all students are able to learn and thrive." As such, DCJESD will be continuing our work to 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 educational equity lens and develop actions to mitigate barriers for our subgroups and eliminate disparities in educational outcomes. (Goal/Action 1.12)

Having implemented an academic MTSS for years, and as research shows, the impact of more time to learn as a critical positive factor in student success we know that students all learn differently and at different rates. Thus, giving students expanded learning time is essential in meeting their individual learning needs. Expanded learning time will be offered in a variety of ways during the school year and throughout summer break. As discussed in Pyramid Response to Intervention by Mike Mattos, allowing sufficient time is critical to student learning. With targeted instruction and sufficient time, learning will occur for all of our students. Teaching practices designed to meet the individual learning needs of each student are essential for success. Providing these learning opportunities such as Extended Day Kindergarten during, before, and after school support classes, and summer program for our students District-wide, ensures all students, no matter what school site they attend, will have access to additional learning time. (Goal/Action 1.3)

College and Career Readiness is important to DCJESD. We have increased Project Lead the Way 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. As noted in the Hanover Research 2012 research brief, College and Career Preparedness, "In recent years, education agencies and researchers have identified the need to expand CCR programming beyond high school to ensure that

younger students are being prepared for success." In a CCR guide developed for state and district leaders, the American Institutes for Research argues that if districts hope to graduate college and career ready students, "vertical collaboration between elementary, middle, and high schools is essential to prevent gaps in curricula and ensure content mastery." Further, a report from the ACT found that "the level of academic achievement that students attain by eighth grade has a larger impact on their college and career readiness by the time they graduate from high school than anything that happens academically in high school." In addition, the ACT report argues for college and career readiness through the K-12 spectrum, as CCR can be improved "when students develop behaviors in the upper elementary grades and in middle school that are known to contribute to successful academic performance." Data is collected in order to ensure that our unduplicated have access and are participating in the college and career readiness courses offered at our middle schools. (Goal/Action 1.6)

The 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. 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. (Goal/Action 1.1, 1.7, 1.8, 1.10)

As noted by the California Department of Education, "The CDE provides assistance to local schools and districts to achieve the following goals:

- 1) Ensure that English learners acquire full proficiency in English as rapidly and effectively as possible and attain parity with native speakers of English.
- 2) Ensure that English learners, within a reasonable period of time, achieve the same rigorous grade-level academic standards that are expected of all students.

Meeting these two goals will help close the achievement gap that separates English learners from their native English-speaking peers. In order to accomplish these goals, all English learners are provided with English Language Development (ELD) instruction targeted to their English proficiency level and appropriate academic instruction."

Ensuring every EL/LI/FY student has the most highly qualified and appropriately assigned teacher provides them with a distinct advantage during their school years. In the research brief prepared by Grover J. Whitehurst, Ph.D. for the U.S. Department of Education, evidence shows the impact of highly qualified teachers and increased student outcomes. We anticipate growth in each of these groups because 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 EL/LI/FY 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. (Goal/Action 1.1, 1.10, 1.11 and Goal/Action 4.5)

Over the last several years, we have focused efforts on integrating technology into our teaching and learning. With an increase to library media techs and technology support services staff and students have additional supports on each campus, helping to eliminate barriers to access and learning that impact many of our EL/LI/FY students. CDE agrees and in the Empowering Learning blueprint, it is reported that, "Teacher librarians can provide critical support and transmission of technical knowledge and education technology teaching and learning techniques." In addition, over the last several years, our Technology Director has worked with an integration team to develop grade level technology plan and with the Ed Services department to identify, purchase and train staff and students on the most effective technology platforms for teaching and learning. Chromebooks and digital access devices have also been purchased for students that require access outside of the school setting. The U.S. Department of Education also supports the use of technology in teaching and learning stating that, "Technology ushers in fundamental structural changes that can be integral to achieving significant improvements in productivity. Used to support both teaching and learning, technology infuses classrooms with digital learning tools, such as computers and hand held devices; expands course offerings, experiences, and learning materials; supports learning 24 hours a day, 7 days a week; builds 21st century skills; increases student engagement and motivation; and accelerates learning. Technology also has the power to transform teaching by ushering in a new model of connected teaching. This model links teachers to their students and to professional content, resources, and systems to help them improve their own instruction and personalize learning." We will continue to provide technology tools, resources and access to our unduplicated students for use both in and out of the classroom. (Goal/Action 1.5)

Reaching out to our parents and community, particularly our EL, LI and FY parents, and guardians, will better enhance our programs and provide consistent parent participation rates. As noted in a study by Southwest Educational Development Laboratory, "When schools engage families in ways that improve learning and support parent involvement at home and school, students make greater gains. When schools build partnerships with families that respond to parent concerns, honor their contributions, and share decision making responsibilities, they are able to sustain connections that are aimed at improving student achievement." All of our school sites serve students and families from many cultures, socio-economic status, and home languages. It is important to us that we provide resources, family engagement opportunities, educate parents on how to meaningfully participate in their child(ren)'s education and programs to all of our students and families within the District. It is our desire to meet the intent of the model practices for priority 3, "Local educational agencies (LEAs) ensure all parents and families of students in preschool through grade 12 are assured culturally appropriate and linguistically accessible supports and resources needed to take advantage of opportunities to provide input and participate in school planning and decision-making. Educators within the LEA have the capacity to provide such opportunities to parents and families. Parents and families utilize these opportunities to learn about their children's schools and to participate meaningfully." (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. Given the number of unduplicated students we serve, it is important to maximize instructional time and supports. In an effort to do this, ensuring class size ratios and reducing combination classes in the Kindergarten and First grade have been goals in Dry Creek. (Goal/Action 4.2, 4.3)

The US Department of Education states indirect costs represent the expenses of doing business which are not readily identified with a particular activity but are necessary for the general operation and conduct of those activities. Indirect costs are a mechanism for determining fairly and conveniently within the boundaries of sound administrative principles what proportion of costs each program should bear. The indirect cost rate process in California is based on the US Department of Education's approved plan and is documented in the California School Accounting Manual. The District utilizes this plan and the CDE's approved indirect rate.

References: US Department of Education, <https://www2.ed.gov/about/offices/list/ocfo/intro.html> and California School Accounting Manual, Procedure 915, Indirect Cost Rate (Goal/Action 4.6)

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.

## Total Expenditures Table

LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
\$40,219,958.00	\$5,068,740.00	\$416,080.00	\$754,151.00	\$46,458,929.00

Totals:	Total Personnel	Total Non-personnel
Totals:	\$42,294,691.00	\$4,164,238.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	English Learners Foster Youth Low Income	Professional Learning	\$469,184.00				\$469,184.00
1	2	English Learners Foster Youth Low Income	Curriculum and Assessment Teams	\$36,735.00				\$36,735.00
1	3	English Learners Foster Youth Low Income	Increased Time to Learn	\$101,229.00				\$101,229.00
1	4	All	Transitional Kindergarten		\$6,000.00			\$6,000.00
1	5	English Learners Foster Youth Low Income	Technology Access and Integration	\$194,962.00				\$194,962.00
1	6	English Learners Foster Youth Low Income	College and Career Readiness	\$21,292.00				\$21,292.00
1	7	English Learners	English Learner Supports and Services	\$885,097.00				\$885,097.00
1	8	Foster Youth	Foster Youth & Homeless Supports and Services	\$70,521.00				\$70,521.00
1	9	English Learners Foster Youth Low Income	Multi-tiered System of Supports - Academic	\$118,419.00				\$118,419.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	10	English Learners Foster Youth Low Income	Highly Qualified Staff	\$17,059.00				\$17,059.00
1	11	English Learners Foster Youth Low Income	Instructional Planning	\$304,678.00				\$304,678.00
1	12	English Learners Foster Youth Low Income	Equity	\$19,633.00				\$19,633.00
1	13	All	Items from Goal 1, Actions 1-12 that are "not contributing"	\$70,667.00	\$3,282,938.00			\$3,353,605.00
2	1	English Learners Foster Youth Low Income	Positive Behavior Intervention & Supports (PBIS)	\$7,740.00				\$7,740.00
2	2	English Learners Foster Youth Low Income	Restorative Practices	\$5,000.00				\$5,000.00
2	3	English Learners Foster Youth Low Income	Attendance Supports and Services	\$18,000.00				\$18,000.00
2	4	English Learners Foster Youth Low Income	Social-Emotional Learning (SEL) Professional Learning	\$10,000.00				\$10,000.00
2	5	English Learners Foster Youth Low Income	School-Based Mental Health	\$18,994.00	\$235,000.00			\$253,994.00
2	6	English Learners Foster Youth Low Income	School Counseling	\$378,573.00				\$378,573.00
2	7	English Learners Foster Youth Low Income	Increased Support Services and Staffing	\$307,966.00				\$307,966.00



Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
2	8	English Learners Foster Youth Low Income	School Climate Student Survey	\$14,105.00				\$14,105.00
2	9	English Learners Foster Youth Low Income	Social-Emotional Learning Student Screener	\$20,000.00				\$20,000.00
2	10	All	Items from Goal 2, Actions 1-9 that are "not contributing"	\$1,298,876.00	\$1,250,293.00	\$416,080.00	\$27,651.00	\$2,992,900.00
3	1	English Learners Foster Youth Low Income	Engagement Opportunities	\$1,500.00				\$1,500.00
3	2	English Learners Foster Youth Low Income	Communication and Input	\$33,217.00				\$33,217.00
3	3	English Learners	English Learner Family Supports and Services	\$36,939.00				\$36,939.00
3	4	English Learners Foster Youth Low Income	Parent Education	\$8,037.00				\$8,037.00
3	5	All	Items from Goal 3, Actions 1-4 that are "not contributing"	\$2,760.00				\$2,760.00
4	1	All	Instructional Materials		\$294,509.00			\$294,509.00
4	2	English Learners Foster Youth Low Income	Class Size Target Ratios	\$1,596,459.00				\$1,596,459.00
4	3	English Learners Foster Youth Low Income	Minimize Kindergarten/First Grade Combination Classes	\$265,249.00				\$265,249.00
4	4	All	Safe and Orderly Facilities	\$4,383,213.00			\$726,500.00	\$5,109,713.00
4	5	English Learners Foster Youth Low Income	Appropriately Assigned Staff	\$2,955.00				\$2,955.00
4	6	English Learners Foster Youth Low Income	Support of increased/improved services	\$151,389.00				\$151,389.00



Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
4	7	All	Items from Goal 4, Actions 1 - 6 that are "not contributing"	\$29,349,510.00				\$29,349,510.00

## Contributing Expenditures Tables

Totals by Type	Total LCFF Funds	Total Funds
<b>Total:</b>	\$5,114,932.00	\$5,349,932.00
<b>LEA-wide Total:</b>	\$4,828,391.00	\$5,063,391.00
<b>Limited Total:</b>	\$0.00	\$0.00
<b>Schoolwide Total:</b>	\$305,535.00	\$540,535.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	1	Professional Learning	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$469,184.00	\$469,184.00
1	2	Curriculum and Assessment Teams	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$36,735.00	\$36,735.00
1	3	Increased Time to Learn	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$101,229.00	\$101,229.00
1	5	Technology Access and Integration	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$194,962.00	\$194,962.00
1	6	College and Career Readiness	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Antelope Crossing, Silverado, Creekview Ranch, Connections 6-8	\$21,292.00	\$21,292.00
1	7	English Learner Supports and Services	LEA-wide	English Learners	All Schools	\$885,097.00	\$885,097.00
1	8	Foster Youth & Homeless Supports and Services	LEA-wide	Foster Youth	All Schools	\$70,521.00	\$70,521.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	9	Multi-tiered System of Supports - Academic	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$118,419.00	\$118,419.00
1	10	Highly Qualified Staff	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$17,059.00	\$17,059.00
1	11	Instructional Planning	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	\$304,678.00	\$304,678.00
1	12	Equity	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$19,633.00	\$19,633.00
2	1	Positive Behavior Intervention & Supports (PBIS)	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$7,740.00	\$7,740.00
2	2	Restorative Practices	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$5,000.00	\$5,000.00
2	3	Attendance Supports and Services	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$18,000.00	\$18,000.00
2	4	Social-Emotional Learning (SEL) Professional Learning	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$10,000.00	\$10,000.00
2	5	School-Based Mental Health	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools	\$18,994.00	\$253,994.00
2	6	School Counseling	LEA-wide	English Learners Foster Youth	All Schools	\$378,573.00	\$378,573.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
				Low Income			
2	7	Increased Support Services and Staffing	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$307,966.00	\$307,966.00
2	8	School Climate Student Survey	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$14,105.00	\$14,105.00
2	9	Social-Emotional Learning Student Screener	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$20,000.00	\$20,000.00
3	1	Engagement Opportunities	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,500.00	\$1,500.00
3	2	Communication and Input	LEA-wide	English Learners Foster Youth Low Income		\$33,217.00	\$33,217.00
3	3	English Learner Family Supports and Services	LEA-wide	English Learners	All Schools	\$36,939.00	\$36,939.00
3	4	Parent Education	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$8,037.00	\$8,037.00
4	2	Class Size Target Ratios	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,596,459.00	\$1,596,459.00
4	3	Minimize Kindergarten/First Grade Combination Classes	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	\$265,249.00	\$265,249.00
4	5	Appropriately Assigned Staff	LEA-wide	English Learners	All Schools	\$2,955.00	\$2,955.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
				Foster Youth Low Income			
4	6	Support of increased/improved services	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$151,389.00	\$151,389.00

Annual Update Table Year 1 [2021-22]

Annual update of the 2021-22 goals will occur during the 2022-23 update cycle.

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Total Planned Expenditures	Total Estimated Actual Expenditures
			Totals:	Planned Expenditure Total	Estimated Actual Total
			Totals:		

# Instructions

[Plan Summary](#)

[Stakeholder Engagement](#)

[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 LCAP template, please contact the local 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](mailto:lcff@cde.ca.gov).*

## Introduction and Instructions

The Local Control Funding Formula (LCFF) requires LEAs to engage their local stakeholders in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have ten state priorities). LEAs document the results of this planning process in the Local Control and Accountability Plan (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] 52064(e)(1)). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. Local educational agencies (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 Stakeholder Engagement:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful stakeholder engagement (EC 52064(e)(1)). Local stakeholders 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 52064(b)(4-6)).
  - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC 52064(b)(1) & (2)).

- Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* 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 stakeholders 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 stakeholder engagement tool.

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 stakeholders and the public.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing, but also allow stakeholders 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 stakeholders 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 stakeholder engagement functions:

Given present performance across the state priorities and on indicators in the California School Dashboard, how is the LEA using its budgetary resources to respond to 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 or a set of actions that the LEA believes, based on input gathered from stakeholders, research, and experience, will have the biggest impact on behalf of its 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 students and community. 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, stakeholder input, 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? 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.

# Stakeholder Engagement

## Purpose

Significant and purposeful engagement of parents, students, educators, and other stakeholders, 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 stakeholder engagement should support comprehensive strategic planning, accountability, and improvement across the state priorities and locally identified priorities (EC 52064(e)(1)). Stakeholder engagement is an ongoing, annual process.

This section is designed to reflect how stakeholder engagement influenced the decisions reflected in the adopted LCAP. The goal is to allow stakeholders that participated in the LCAP development process and the broader public understand how the LEA engaged stakeholders 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 stakeholder groups 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 stakeholder 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 stakeholder engagement 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 stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP.”

Describe the stakeholder engagement process used by the LEA to involve stakeholders in the development of the LCAP, including, at a minimum, describing how the LEA met its obligation to consult with all statutorily required stakeholder groups 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 stakeholders. A response may also include information about an LEA’s philosophical approach to stakeholder engagement.

**Prompt 2:** “A summary of the feedback provided by specific stakeholder groups.”

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

**Prompt 3:** “A description of the aspects of the LCAP that were influenced by specific stakeholder input.”

A sufficient response to this prompt will provide stakeholders and the public clear, specific information about how the stakeholder 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 stakeholder feedback described in response to Prompt 2. This may include a description of how the LEA prioritized stakeholder requests 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 stakeholder 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 stakeholders 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 stakeholders 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 stakeholders. 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 stakeholders, 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.

***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 2020–2021 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 <b>2021–22</b> .	Enter information in this box when completing the LCAP for <b>2021–22</b> .	Enter information in this box when completing the LCAP for <b>2022–23</b> . Leave blank until then.	Enter information in this box when completing the LCAP for <b>2023–24</b> . Leave blank until then.	Enter information in this box when completing the LCAP for <b>2024–25</b> . Leave blank until then.	Enter information in this box when completing the LCAP for <b>2021–22</b> .

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 expenditure 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 expenditure 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. Minor variances in expenditures 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 stakeholders. 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 stakeholders with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improved services for its unduplicated students as compared to all students 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 stakeholders 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**

This section must be completed for each LCAP year.

When developing the LCAP in year 2 or year 3, copy the "Increased or Improved Services" section and enter the appropriate LCAP year. Using the copy of the section, complete the section as required for the relevant LCAP year. Retain all prior year sections for each of the three years within the LCAP.



**Percentage to Increase or Improve Services:** Identify the 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).

**Increased Apportionment based on the enrollment of Foster Youth, English Learners, and Low-Income Students:** Specify the estimate of the amount of funds apportioned on the basis of the number and concentration of unduplicated pupils for the LCAP year.

**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.**

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% 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% 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%:*** For school districts with an unduplicated pupil percentage of 55% 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%:*** For school districts with an unduplicated pupil percentage of less than 55%, 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% 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% 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. 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.

Expenditure Tables

Complete the Data Entry table for each action in the LCAP. The information entered into this table will automatically populate the other Expenditure Tables. All information is entered into the Data Entry table. Do not enter data into the other tables.

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

- Table 1: Actions
- Table 2: Total Expenditures
- Table 3: Contributing Expenditures
- Table 4: Annual Update Expenditures

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, provide the following information for each action in the LCAP for the relevant 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.
- **Increased / Improved:** 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 K-5), 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”.
- **Personnel Expense:** This column will be automatically calculated based on information provided in the following columns:
  - **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
  - **Total Non-Personnel:** This amount will be automatically calculated.
- **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).
- **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.



## MY CHILD'S **ELEMENTARY** ATTENDANCE SUCCESS PLAN

- My child was present \_\_\_\_ days.
- My child was absent \_\_\_\_ days.
- My goal is to improve my child's attendance. I will ensure my child misses no more than \_\_\_\_ for the rest of the year.  
(9 or fewer absences = satisfactory attendance)

### POSSIBLE STRATEGIES TO REACH MY CHILD'S ATTENDANCE GOALS

- I will talk to my child about how going to school every day will help them do well in school and achieve their hopes and dreams
- I will keep an attendance chart at home. At the end of the week, I will recognize my child for attending school every day with \_\_\_\_\_.  
(i.e. a visit to the park, a new book, a break from doing chores, a special treat)
- I will make sure my child is in bed by \_\_\_\_ p.m. and the alarm clock is set for \_\_\_\_ a.m.
- If my child complains of a stomachache or headache, and medical concerns have been ruled out, I will send him/her to school anyway and call \_\_\_\_\_ so that he/she can check in with my child during the day.
- If my child has a cold but no fever (less than 100 degrees), I will send him/her to school anyway. If I don't have a thermometer, I will purchase or borrow one.
- I will find a relative, friend or neighbor who can take my child to school if I can't make it.
- If my child is absent, I will contact his/her teacher to find out what he/she missed.
- I will set up medical and dental appointments for weekdays after school.

To improve my child's attendance, I commit to the following:

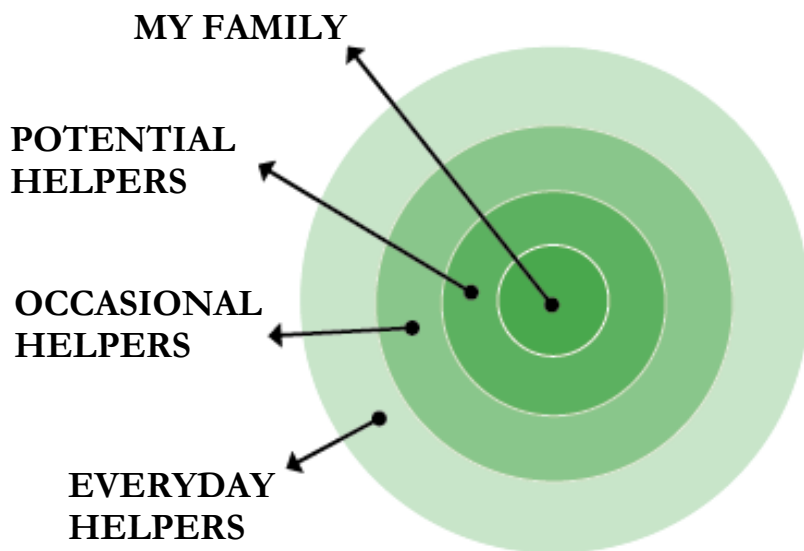
1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

*We will review progress to meet this goal in two months.*

Family Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Teacher Signature: \_\_\_\_\_ Date: \_\_\_\_\_

# MY FAMILY'S HELP BANK



1. **My Family:** List who lives in your house.
2. **Everyday Helpers:** Identify who you can call on to help drop your child off or who can pick him or her up when you cannot. These are people like friends, neighbors and relatives who can help regularly.
3. **Occasional Helpers:** Identify people who probably cannot help every day, but can help in a pinch. Maybe it's a godparent, a relative or a friend who lives outside your neighborhood but can be there for short stints.
4. **Potential Helpers:** Identify people who are part of your school community, church or neighborhood who are able to help—if you ask.

1. My Family:

2. Everyday Helpers:

3. Occasional Helpers:

4. Potential Helpers:

If I need help getting my child to and from school, I will ask the following people to be our back-up:

Name: \_\_\_\_\_

Best Contact Number: \_\_\_\_\_

Name: \_\_\_\_\_

Best Contact Number: \_\_\_\_\_

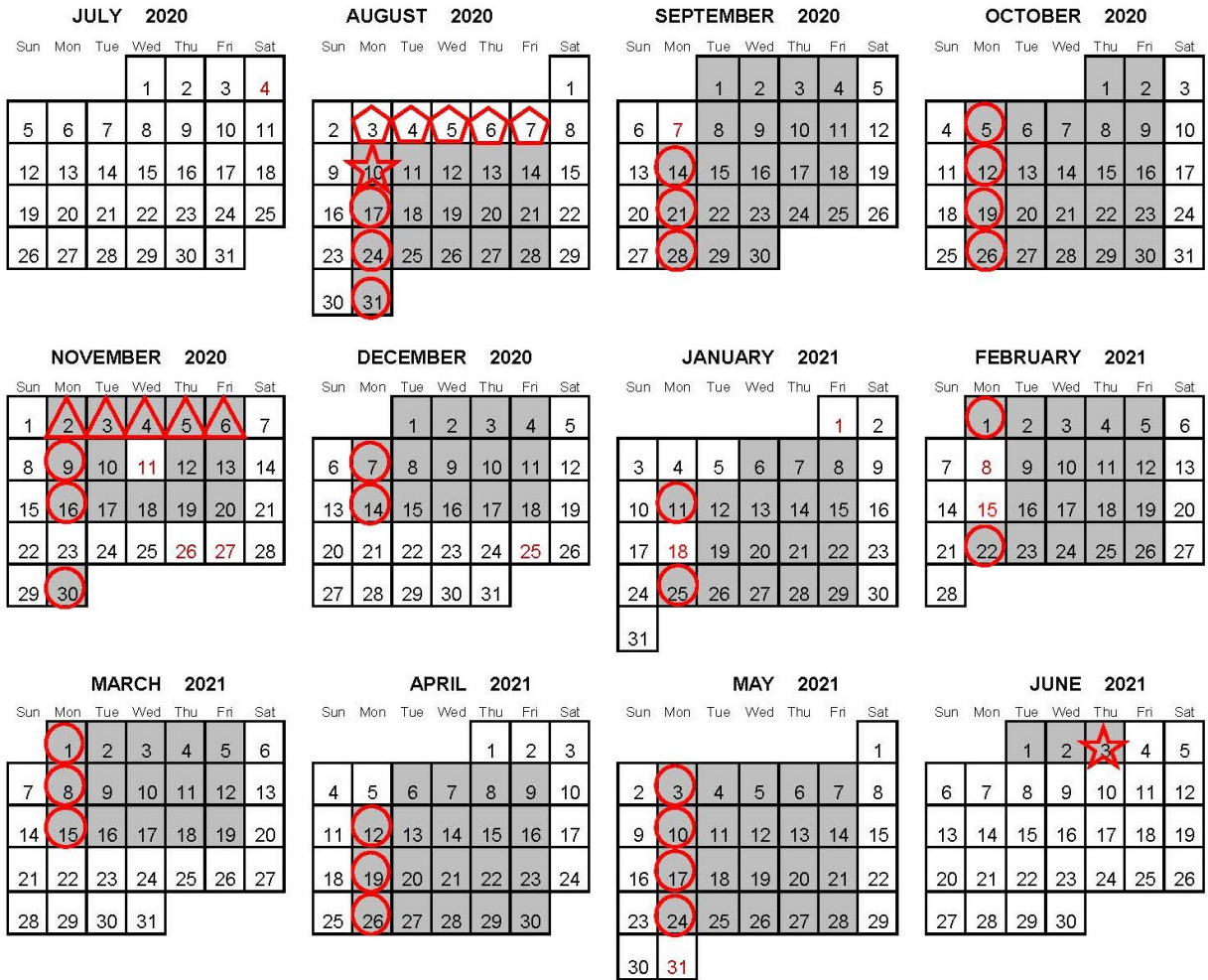
Name: \_\_\_\_\_

Best Contact Number: \_\_\_\_\_

# Students attend school every day that is shaded in grey.



2020 - 2021 ACADEMIC CALENDAR



**CHRONIC ABSENCE** = 18 absences  
(10% of school year)

**Warning Signs** = 10 to 17 absences

**Satisfactory Attendance** = 9 or fewer absences

- I was present \_\_\_\_ days.
- I was absent \_\_\_\_ days.
- My goal is to improve my attendance. I will ensure that I miss no more than \_\_\_\_ days for the rest of the year.



<p><b>Dry Creek Joint Elementary School District</b> <b>Mental Health and Social and Emotional Well-Being Support Plan</b></p>
<p><i>A description of how the LEA will monitor and support mental health and social and emotional well-being of pupils and staff during the school year, including any professional development and resources that will be provided to pupils and staff to address social and emotional and trauma impacts on the school community.</i></p>
<p><b>Attendance Process</b></p>
<ol style="list-style-type: none"><li>1. If students have not made contact for three days in distance learning: <a href="#">Student Re-engagement Flow Chart</a></li><li>2. On the second day of no contact, the teacher and/or case manager will call the family</li><li>3. On the third day of no contact, the teacher and/or case manager will email the family and cc the site administrator, counselor, and school psychologist.</li></ol>
<p><b>Home visit</b></p>
<ul style="list-style-type: none"><li>● Following the Student Re-engagement Flow Chart, when a parent is unreachable, not responsive, and it is safe to do so</li><li>● Home visits to always occur with a partner/team for safety reasons</li><li>● Parents should be notified via voicemail/email/phone that a home visit will occur</li><li>● Clear district/school identification should be visibly displayed/worn when visiting a home</li><li>● If a known safety risk exists, the Safety Resource Officer should be notified prior to home visit</li></ul>
<p><b>Empathy response</b></p>
<ul style="list-style-type: none"><li>● What are the obstacles preventing you from being engaged?</li><li>● How can we assist to help you become more engaged?</li></ul>
<p><b>Discern Need</b></p>
<ul style="list-style-type: none"><li>● Determine need (behavior, access, social-emotional need, disability, physiological)</li><li>● Refer to specialist</li><li>● Parent supports &amp; resources</li></ul>



Access			
<ul style="list-style-type: none"> <li>Does the student have access to the internet?</li> <li>Does the student have access to a device?</li> <li>Does the student have access to an adult to help facilitate learning?</li> <li>Does the student have access to a space to work?</li> <li>Is there a schedule set for learning/school work?</li> <li>Does the student have the functional/developmental/cognitive skills to adequately access online learning?</li> <li>Does the student have the physical ability to adequately access online learning?</li> <li>Does the student have the behavioral skills necessary to appropriately access online learning?</li> <li>Does the student have the social/emotional skills necessary to appropriately access online learning?</li> <li>Are there parent expectations for work engagement/completion?</li> </ul>			
Social and Emotional Well-Being & Suicide Prevention & Response Resources			
Tier 1 Intervention Strategies	Tier 2 Intervention Strategies	Tier 3 Intervention Strategies	Professional Area Specific
<ul style="list-style-type: none"> <li>Tool Box</li> <li>Brief Intervention</li> <li>Restorative Circles</li> <li>PBIS</li> <li>School wide and classroom expectations/rules</li> </ul>	<ul style="list-style-type: none"> <li>Social Thinking-Superflex</li> <li>Zones of Regulation</li> <li>Behavior Contracts</li> <li>CICO</li> <li>Small group instruction on Tool Box</li> <li>Group Counseling</li> </ul>	<ul style="list-style-type: none"> <li>Social Thinking-Superflex</li> <li>Zones of Regulation</li> <li>Individual counseling</li> <li>Threat Assessment</li> <li>Suicide Risk Assessment</li> <li>Cognitive Behavioral</li> </ul>	<p><b><i>Mental Health Clinicians</i></b></p> <ul style="list-style-type: none"> <li>Individual and group counseling for the purposes of providing Educationally Related Mental Health Services <ul style="list-style-type: none"> <li><i>Therapeutic Interventions and Modalities</i> can include: <ul style="list-style-type: none"> <li>CBT; DBT; Mindfulness; Narrative therapy; Motivational Interviewing; Solution Focused; Strength Based/Client Centered; Interpersonal Psychotherapy; Sand Tray/Play Therapy; Behavioral</li> </ul> </li> </ul> </li> <li>Special education services</li> <li>School Based Therapy</li> </ul>

	<ul style="list-style-type: none"> <li>● Intervention team meeting/SST?</li> </ul>	<p>Intervention for Trauma in Schools (CBITS)</p> <ul style="list-style-type: none"> <li>● Referral to School Based Counseling via telehealth or in person with our community partner Wellness Together</li> <li>● Utilization of reinforcement procedures and other Behavior Analytical principles.</li> </ul>	<ul style="list-style-type: none"> <li>● Provide caregivers psychoeducation in regards to students mental health needs</li> <li>● Provide parent counseling/counseling services to caregivers and families</li> <li>● Academic/learning interventions</li> <li>● Mental health interventions</li> <li>● Behavior support and interventions</li> <li>● Collaborate with school staff and outside agencies in regards to student mental health needs (family/school/community collaboration)</li> <li>● Provide parent training sessions via DCJESD Parent Academy</li> <li>● Provide DCJESD staff training focusing on mental health and social emotional topics impacting students and staff members</li> <li>● Provide consultation to school staff in regards to trauma informed practices and best/evidence based practices in meeting student mental health needs as it relates to academics</li> <li>● Consultation and collaboration</li> <li>● Assessment</li> <li>● Progress monitoring</li> <li>● Crisis preparedness, response, and recovery</li> <li>● Prevention and intervention services</li> <li>● Implement professional ethics in working with individuals, staff, family units, and community resources and service providers</li> </ul>
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			<p><b><i>Psychologists</i></b></p> <ul style="list-style-type: none"> <li>• Data collection and analysis</li> <li>• Assessment</li> <li>• Progress monitoring</li> <li>• School-wide practices to promote learning</li> <li>• Resilience and risk factors</li> <li>• Consultation and collaboration</li> <li>• Academic/learning interventions</li> <li>• Mental health interventions</li> <li>• Behavioral interventions</li> <li>• Instructional support</li> <li>• Prevention and intervention services</li> <li>• Special education services</li> <li>• Crisis preparedness, response, and recovery</li> <li>• Family-school-community collaboration</li> <li>• Diversity in development and learning</li> <li>• Research and program evaluation</li> <li>• Professional ethics, school law, and systems</li> </ul> <p><b><i>BCBA</i></b></p> <ul style="list-style-type: none"> <li>• Conduct Functional Behavior Analysis to assess student need.</li> <li>• Creation of Behavior Intervention Plan (BIP), specific to student need.</li> <li>• Data collection and analysis of student behavior to assess progress and/or need for BIP revision.</li> <li>• Training and support of BIP implementation.</li> <li>• Training staff and parents in concepts of Applied Behavior Analysis.</li> </ul>
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			<ul style="list-style-type: none"> <li>• Consultation with staff and parents concerning behavior excesses.</li> </ul>
<b>Family Engagement</b>			
<ul style="list-style-type: none"> <li>• Parent training</li> <li>• Structured Schedule for the family to help navigate distance learning</li> <li>• Meeting with parent to discuss how school can assist the family during distance learning</li> <li>• Offering resources according to the family needs</li> <li>• Student one-on-one meeting with counselor, Case Manager and/or School Psychologist</li> <li>• Coffee with the Counselor/Psychologist Meetings</li> </ul>			

# DCJESD Multi-tiered Systems of Support

Family & Student Engagement	Social-Emotional Learning/Relationships	Mental/Physical Health	Academic Support	Positive Behavioral Supports/Restor. Justice	Attendance/Intervention Monitoring	Basic Needs
<ul style="list-style-type: none"> <li>*SART/SARB</li> <li>*Case management support</li> <li>*Connect with community leaders to support family engagement i.e. non-profits, faith based orgs, Latino Leadership Council, Promotor(a)</li> <li>*Connect with health services, CPS, foster care social worker, etc. as appropriate</li> <li>*Request police welfare check if unable to locate child</li> </ul>	<ul style="list-style-type: none"> <li>*Connect with counseling if needed</li> <li>*SSET-Support for Students Exposed to Trauma</li> <li>*Strong Start (K-2)</li> <li>*Strong Kids (3-8)</li> </ul>	<ul style="list-style-type: none"> <li>*Student/family assisted to contact community resources; community resources asked to reach out</li> <li>*Student success teams/plans for student referrals</li> <li>*MFT short term therapy</li> <li>*Health Care Plans</li> <li>*CORE Brief (substance abuse) TUPE funded</li> </ul>	<p><b>TIER 3: Intensive</b></p> <ul style="list-style-type: none"> <li>*Homeless/Foster/Immigrant tutoring support</li> <li>* Universal screening is used to monitor progress in foundational skills. Students with deficits in foundational skills, receive intensive, targeted support in those skills in order to access grade level curriculum. Data is monitored on a regular basis by an intervention team who determine the best intervention materials and plan for each student. Most Tier 3 interventions are held in groups of not more than 5 students and are focused on very specific skills. They interventions are systematic and timely, prioritizing the students' greatest needs.</li> </ul>	<ul style="list-style-type: none"> <li>*Connect with counseling if needed; assess for connection with mentor and/or outside agency</li> <li>*Positive recognition for improved behavior</li> </ul>	<ul style="list-style-type: none"> <li>*Student Support Team (SST) meeting review</li> <li>*Support Centers/counselors and/or VP provide case management, reach out to other relevant programs as appropriate (e.g., foster, homeless, probation, etc.), document in SIS</li> <li>*Monitor SARB if needed</li> <li>*Contact CPS, law enforcement for welfare check if needed</li> </ul>	<ul style="list-style-type: none"> <li>*Ensure safety</li> <li>*Targeted Resources               <ul style="list-style-type: none"> <li>• Bus Passes</li> <li>• Food Resources</li> <li>• Alarm Clocks</li> </ul> </li> </ul>
<ul style="list-style-type: none"> <li>*Parent Academy</li> <li>*Family Stories</li> <li>*Literacy Nights</li> </ul>	<ul style="list-style-type: none"> <li>*SSTs/IEPs include SEL focus</li> <li>*Explore classroom change if teacher fit is an issue</li> <li>*Use of mentors, special time with staff to support socially isolated students during lunch/recess</li> <li>*Individual &amp; group counseling with specific curriculum</li> </ul>	<ul style="list-style-type: none"> <li>*Group counseling/support groups</li> <li>*Individual check-in/check-out program</li> <li>*Coordinated student referral process/progress monitoring</li> <li>*Oral health Assessments (1<sup>st</sup> year in school)</li> <li>*Miles for Smiles/Public Health Partnerships for screenings and sealants</li> </ul>	<p><b>TIER 2: STRATEGIC</b></p> <ul style="list-style-type: none"> <li>* Students receive additional time and support to learn essential academic standards, through supplemental interventions based on results of common formative assessments and end of unit assessments. The interventions are generally held in small groups and are focused on specific learning targets. Student progress is monitored regularly.</li> </ul> <p>Student Study Team meetings may be held to discuss and proactively address student needs. Actions/services are put in place to address specific needs of the individual student.</p>	<ul style="list-style-type: none"> <li>*Restorative Practices to focus on repair of social/emotional relationships harmed (healing circles and peer conflict mediation) are held to understand other's perspectives and to model productive conversations.</li> <li>*Recognition for meeting attendance goals (e.g., "\$" for use at school store)</li> </ul>	<ul style="list-style-type: none"> <li>*Attendance clerk alerts designated staff of students with frequent absences, tardies, and/or re-admits</li> <li>*At monthly Student Support Team Meeting: 1) review current list of CA/Approaching CA and compare to previous months; 2) triage each student for intervention/prevention, 3) document intervention plan</li> <li>* Use SST and DCJESD Attendance Success Plan to gather additional information on attendance barriers/motivators</li> <li>*Identify in summer incoming and continuing students with poor attendance to inform and outreach prior to/early in school year</li> <li>*Admin meets with CA student to problem-solve attendance</li> <li>*Positive, trust-building SST, ASP, SART to id attendance barriers and motivators</li> <li>*District attendance letters to truant students and their guardians (letters 1, 2, and 3)</li> <li>*Home visit if missing 3 consecutive days with no contact</li> <li>*Positive message postcards</li> <li>*All SST or IEP meetings include attendance goal in their plans</li> </ul>	<ul style="list-style-type: none"> <li>*Assessment of Resources:               <ul style="list-style-type: none"> <li>• Social worker and/or school counselor or other staff inquire about housing, food, transportation needs</li> </ul> </li> </ul>
<ul style="list-style-type: none"> <li>*Welcoming school environment</li> <li>*Staff cultural competence training</li> <li>*Positive feedback to students &amp; parents</li> <li>*Positive recognition</li> <li>*District-wide H.E.R.O. campaign</li> <li>*Newsletters</li> <li>*Family Picnic</li> <li>*Premier days with community resources</li> <li>*Back to school night</li> <li>*Translations</li> <li>*District World Fair</li> </ul>	<ul style="list-style-type: none"> <li>*SEL curriculum &amp; assemblies</li> <li>*School climate assessment</li> <li>*Student leadership in climate review/planning</li> <li>* Organized recess/lunch time activities for those who want to participate</li> <li>*Staff Shout Outs</li> </ul>	<ul style="list-style-type: none"> <li>*School-based basic health services</li> <li>*Community-building/anti-bullying focus</li> <li>*Staff trained to identify signs of mental health issues, mental health first aid</li> <li>*Parents get multilingual info on when ill students should stay home</li> <li>*Healthy food options</li> <li>*Tobacco/Nicotine delivery product prevention education</li> <li>*Mental Health Awareness Assemblies (Teen Truth)</li> </ul>	<p><b>TIER 1: Universal</b></p> <ul style="list-style-type: none"> <li>*Parent-teacher conferences to review student strengths and areas for improvement</li> <li>*Clear instructions to students/family on how to make up work if absent</li> <li>*Rigorous &amp; Relevant Learning</li> <li>*UDL</li> <li>*Student choice in ways they displaying their learning</li> <li>*Dyslexia universal screener (see DCJESD Literacy flow chart)</li> <li>*GLAD strategies</li> <li>*Effective 1<sup>st</sup> Instruction</li> <li>*Universal Access</li> <li>*Focus on essential standards</li> <li>*Students know learning targets</li> <li>*Weekly collaboration/PLC time</li> <li>*Common Assessments</li> </ul>	<ul style="list-style-type: none"> <li>*PBIS efforts to create positive environments to learn, play, and communicate:               <ul style="list-style-type: none"> <li>• Cafeteria and playground rules, activities foster welcoming environment</li> <li>• Friendship days, incentives for caring behavior</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>*School regularly reviews attendance promotion strategy, all school staff trained in roles/use of SIS, held accountable for accurate use</li> <li>*School staff welcome/connect with kids/families each day</li> <li>*Daily attendance monitoring &amp; strategy for school outreach to absentees</li> <li>*Check attendance of incoming transfer students to id support needs</li> <li>*Designated staff generates monthly CA list</li> <li>*Designated staff share CA data with Admin, teachers and student support team monthly</li> <li>*Use data systems to track attendance rates and assigned interventions and assess for sub-population patterns</li> <li>*Attendance must be addressed as needed at collaboration conferences</li> <li>*District wide H.E.R.O. campaign</li> </ul>	<ul style="list-style-type: none"> <li>*General provision of basic resources:               <ul style="list-style-type: none"> <li>• School supplies</li> <li>• Clothes Closet</li> <li>• Free and reduced price meals</li> <li>• Walking school bus</li> <li>• Hygiene kits</li> </ul> </li> </ul>