

# LCFF Budget Overview for Parents

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

CDS Code: 31-66803

School Year: 2022-23

LEA contact information:

Roger Van Putten

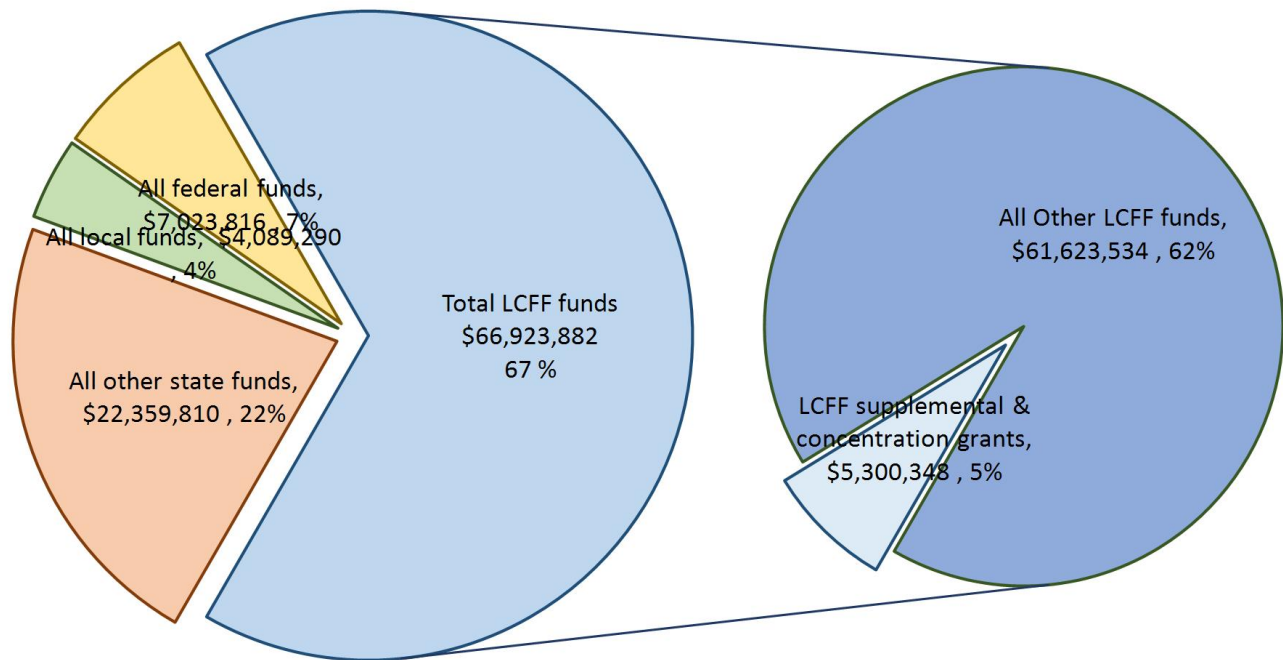
Chief Business Officer

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 2022-23 School Year

### Projected Revenue by Fund Source



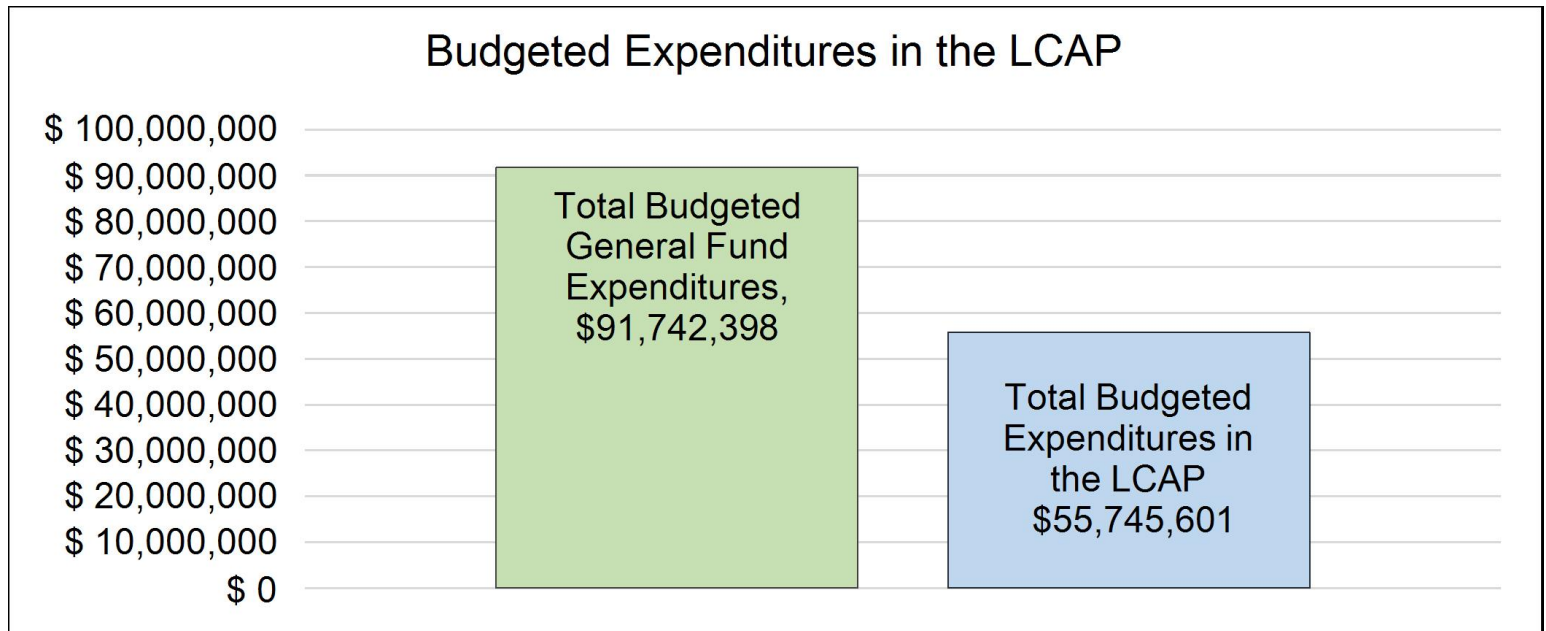
This chart shows the total general purpose revenue Dry Creek Joint Elementary School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Dry Creek Joint Elementary School District is \$100,396,798, of which \$66,923,882 is Local Control Funding Formula (LCFF), \$22,359,810 is

other state funds, \$4,089,290 is local funds, and \$7,023,816 is federal funds. Of the \$66,923,882 in LCFF Funds, \$5,300,348 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 2022-23. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Dry Creek Joint Elementary School District plans to spend \$91,742,398 for the 2022-23 school year. Of that amount, \$55,745,601 is tied to actions/services in the LCAP and \$35,996,797 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

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

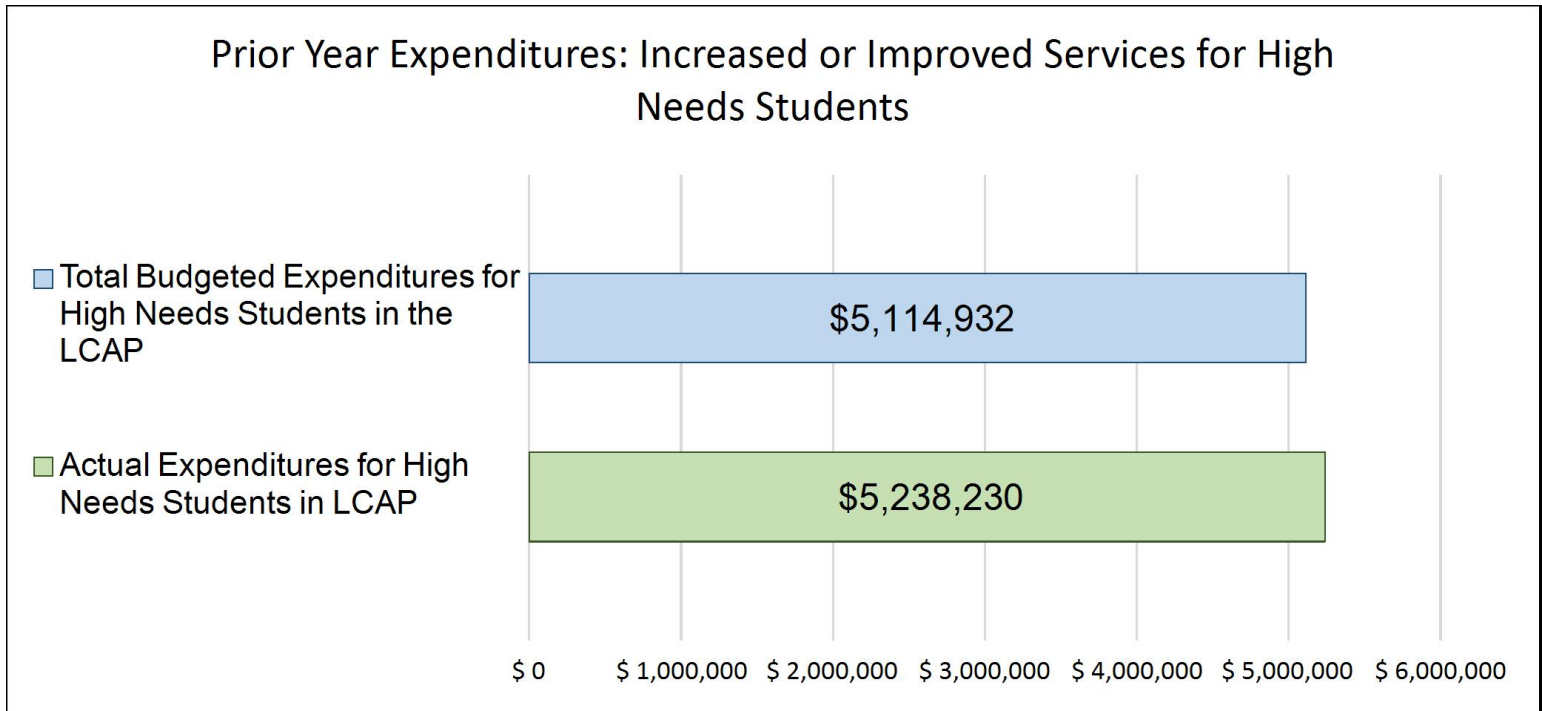
## Increased or Improved Services for High Needs Students in the LCAP for the 2022-23 School Year

In 2022-23, Dry Creek Joint Elementary School District is projecting it will receive \$5,300,348 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 \$5,560,929 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 2021-22



This chart compares what Dry Creek Joint Elementary School District budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Dry Creek Joint Elementary School District estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2021-22, Dry Creek Joint Elementary School District's LCAP budgeted \$5,114,932 for planned actions to increase or improve services for high needs students. Dry Creek Joint Elementary School District actually spent \$5,238,230 for actions to increase or improve services for high needs students in 2021-22.

# Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Dry Creek Joint Elementary School District	Roger Van Putten/Sara Wegner Chief Business Officer/Asst. Superintendent Ed Services	rvanputten@dcjesd.us/swegner@dcjesd.us 916-770-8800

California’s 2021–22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts have provided local educational agencies (LEAs) with a significant increase in funding to support students, teachers, staff, and their communities in recovering from the COVID-19 pandemic and to address the impacts of distance learning on students. The following is a one-time mid-year report to the local governing board or body and educational partners related to engagement on, and implementation of, these Acts.

A description of how and when the LEA engaged, or plans to engage, its educational partners on the use of funds provided through the Budget Act of 2021 that were not included in the 2020–21 Local Control and Accountability Plan (LCAP).

The Educator Effectiveness Expenditure Plan was presented and discussed at the November 4, 2021 Board meeting in which educational partners had an opportunity to provide comments. At the next Board meeting on December 13, 2021, the plan was approved after educational partners had an opportunity to provide comments.

The District is developing how the Special Education Learning Recovery and Dispute Resolution funds will be spent in 2021-22 and 2022-23. We are also in the process of developing both the Transitional Kindergarten and Extended Learning Opportunity Program plans. Meetings to plan with our education partners began in late fall and will continue through the spring. We anticipate bringing these plans to the Board in May 2022.

A description of how the LEA used, or plans to use, the additional concentration grant add-on funding it received to increase the number of staff who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent.

Dry Creek JESD does not receive Concentration Grant funding therefore did not receive the Concentration Grant add-on.

A description of how and when the LEA engaged its educational partners on the use of one-time federal funds received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils.

Dry Creek Joint Elementary School District (DCJESD) has a fundamental belief that obtaining, incorporating, and implementing meaningful educational partner engagement is vital to provide excellent educational services. Educational partner engagement is an integral piece of the foundation of our strong partnership between families, community, students, and educators. Dry Creek has, and continues, to seek input from our community through our past and upcoming LCP, LCAP, and ELO development process. These efforts were refined and continued throughout the COVID-19 pandemic and now with the ESSER III Plan.

The ESSER III plan supports the Board of Trustee 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. Recruit, train, develop, and retain highly qualified staff to build employee capacity and support high-level educational programs
4. Maintain fiscal responsibility and maximize available resources to support district priorities
5. Maintain, plan and build safe state of the art facilities to meet the needs of the district through a comprehensive Facilities Master Plan
6. Enhance and utilize technology to provide equitable access to digital learning in the classroom and support innovative programs

In September 2021, every School Site Council consisting of parents, teachers, students (middle school), and administrators reviewed the proposed ESSER III plan and had an opportunity to provide input and feedback. This feedback shaped Dry Creek's expenditure plan and confirmed the strategies for safe in-person learning. The themes of the School Site Council feedback from September 2021, were consistent with other plans including reduced class size, additional student supports such as social-emotional and mental health supports, extended learning time, access to technology, and supporting cleaning and HVAC replacement.

As discussed above, the input and feedback for the District's planning process was wide-ranging and included multiple educational partners. The feedback from our staff, parents, students, and community educational partners have been instrumental in the planning and decision-making process.

The information below denotes the priority themes resulting from the LCP, LCAP and the ESSER III Plan input. Educational partner influence on the ESSER III Plan is evidenced by the direct alignment of the District's actions with the needs and interests identified by students, parents, staff, labor leaders, community partners, and the Board of Trustees.

The community, organizations, and employees had multiple opportunities at public board meetings to make comments on proposed ESSER III expenditures during the LCAP and Budget public hearing on June 3, 2021, and consideration of the LCAP and Budget adoption on June 17, 2021. Further, on July 29, 2021, the Board of Trustees received a State Budget update and on September 2, 2021, the 20-21 Unaudited Actuals and updated 21-22 Budget Projection was presented providing additional opportunities for additional comments on the proposed ESSER III expenditures.

As part of the Local Continuity and Attendance Plan (LCP), Local Control and Accountability Plan (LCAP) and Extended Learning Opportunities (ELO) plans the District made significant efforts to solicit and involve educational partners as described below.

As part of the ELO plan, the district used surveys sent out to parents/guardians and staff members. DCJESD has also collected data through meetings throughout the 2020-2021 school year as outlined below. Site administrators worked with their respective school staff and parent groups to elicit input and feedback. All of the data collected from parents, teachers, and school staff assists DCJESD in providing quality academic and social-emotional services and support for students in the 2021-2022 school year included in the ELO.

As part of the LCP the District put forth effort to solicit stakeholder feedback including: surveys, committee work, parent phone calls to reach out, (utilizing primary language interpreting to support families when appropriate), individual school newsletter messaging, and postcards that were sent to families that may not have internet connectivity. Surveys were sent to parents regarding their preferences for increased and improved services through our LCAP process and for the reopening of school. Use of interpreters and Language Line for optimal communication with families speaking languages other than English. DCJESD formed a re-opening committee to design plans for re-opening via Distance Learning, hybrid and full in-person models. Site administrators worked with their respective school staff to elicit input and feedback regarding the plans. Staff were surveyed in regard to Distance Learning, additional professional development supports needed and the reopening of school in a hybrid model. District administrators worked with teacher and specialist groups to elicit input and feedback. In addition, employee groups were consulted and met regularly throughout the spring and summer with District administration to stay abreast of the planning for reopening school.

Once plans were put in place to return to school via Distance Learning on August 10th, the students, staff, and families were included when feedback was elicited as to how additional English learner and counseling staff could be utilized to support students. Our community partners were included and school sites invited our parents of English learners to join in the ELAC meetings via electronic means, posting on their school websites and through hard copy postcards and phone calls using interpreters. All nine (9) ELACs were given the opportunity to review the LCP and provide feedback on programs, supports and services needed. Interpreters were provided for parents as needed. In addition, all ten (10) School Site Councils reviewed the plan and provided feedback on programs, supports and services needed. All parents at the school sites were invited to join the sessions in order to get as much feedback as possible. Given the closures, all meetings were held via Zoom sessions. In order to provide additional feedback, the LCP was posted on the District and school websites and staff, parents/guardians and community members were able to submit feedback via a Google Form.

As part of the LCAP the District 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 (3) meetings were held throughout the process (November, February, and May) in which parents, teachers and administrators reviewed the eight (8) state priority areas. Each group identified areas of interest related to the eight (8) 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, the District sought engagement from all ten (10) 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 District sought engagement from the local bargaining units by providing them with an overview of the eight (8) 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 District sought engagement from staff, parents and the community through a survey document sent via school newsletters and email. Feedback was given in electronic form. The District sought engagement from staff members through a workshop at each school site. Feedback was collected in written form. The Superintendent notified the public of the 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 asked to hear public comments on the LCAP and budget. The Board was approved the LCAP and then the budget at the June 17, 2021, meeting.

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, and 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

The Technology Department surveyed qualifying Free and Reduced Meal families on July 8, 2021, to determine if the family lacked internet access at home. This survey was used to purchase internet hotspots for those families who needed internet connection at home and is included in the proposed expenditures.

The District analyzed patterns or trends among the educational partner 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 and other plans. 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 discussed among the educational partner groups. Overall, the feedback received indicated educational partners feel each action and service should still be a priority, with increased supports and services for implementation.

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 how the LEA is implementing the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan, and the successes and challenges experienced during implementation.

Planned actions and expenditures were developed to address strategies for continuous and safe in person learning, the impact of lost instructional time, and other needs as determined. In addition, the actions and expenditures closely aligned with goal actions from our LCAP, LCP and ELO plans. Implementation of the planned actions began immediately this school year. To assist with the efficiency of COVID-19

related duties such as contact tracing, parent contacts, quarantining practices and testing, an additional LVN was hired. Unfortunately, hiring proved to be difficult with lack of applications and the LVN resigned shortly after hiring. We are currently working to fill the position. We have provided additional custodial hours and materials for cleaning, repairs of buildings, costs associated with quarantines, leaves, testing, and improvement of visitor systems. All of these items have been implemented with success.

Schools have been provided additional funds to address their unique needs to increase capacity to maintain operations and continuity of services. Some of the items these funds have been used for include extra duty time for both classified and certificated staff. Examples of extra duty classified time would be extra clerical needs for Independent Study tracking and documentation. Examples of extra duty certificated work would be additional time for tutoring and interventions.

In addition, an HVAC system was replaced before school started in August to improve efficiency and indoor air quality. An additional school will have their HVAC system replaced.

Class size targets in 2021-2022 have been further reduced in grades 4-8 to 28:1 to provide for greater small group and individualized instructional opportunities for students and to increase physical distancing. We were successfully able to staff all classrooms to begin the school year.

One of the most important goals this year was to accelerate the progress of our students in order to close learning gaps. We designed a thorough plan and put in place expanded or enhanced learning supports including supporting professional learning and students in the classroom. Given the shortage of subs this year, having additional support staff to go into the classrooms to provide support to staff was essential. Extending the length of time for one additional Teacher on Assignment (TOA) position gives this opportunity and flexibility. This has been successful and our TOA staff members have been supporting teachers District wide daily since August. In addition, they have been supporting classrooms during sub shortages, mitigating any closures due to lack of staffing. With an unduplicated count at 43%, DCJESD is well versed in supporting high need students. One of those supports is through our Title I and English learner students with English Language and Reading Resource Teachers (EL/RR). As part of the ESSER plan we have added an additional staff member and increased the length of time for this position to support English learners (EL) and help provide Tier 2 and 3 support for all students. The middle school staff reports that having this extra support staff has made a difference with the amount of support the EL students are receiving and has helped to facilitate more effective Tier 2 and Tier 3 groups as the EL/RR staff will have an integral role in the MTSS system at these school sites.

Another measure of support through our Multi-tiered System of Supports (MTSS) was the expansion of paraprofessionals. These instructional assistants have been providing academic and/or social-emotional support. It has been a challenge to staff the positions and sites are working diligently with HR to ensure positions are filled in order to provide student supports most effectively.

As noted over the last two years, student needs have greatly increased in the area of social and emotional health. With our ESSER funds supports for student social and emotional health have increased District wide. A social worker has been added and will be extended in length to help support families in need outside of school, and address truancy issues and barriers to school attendance in order to ensure academic achievement. The social worker assists the District with crisis counseling and grief response as well as a tiered support for social-emotional learning. The social worker acts as the Foster Youth District Liaison and focuses support on foster, homeless, and low socio-economically

disadvantaged youth. Having this position has greatly impacted our students and families and has been a great addition to our team. Thus far, our social worker has supported:

107 Homeless students: tracking data each trimester on academics, attendance, and behavior, attend 504's and IEP's, provide resources as requested by school sites/families

19 Foster Youth: tracking data each trimester on academics, attendance, behavior, and school placements, attend 504's and IEP's, provide resources as requested by school sites/families

2 School-based Therapy: students in need of short-term, solution focused therapy

12 Home visits

70 Requests for support from school sites

An additional counselor has been added to further support and strengthen our social-emotional learning reducing the ratio of student: counselor District wide, enabling more one-on-one sessions, family sessions and specified group sessions to take place. Similar in nature, an additional school psychologist has been added and will be extended in length to address growing social-emotional needs as well as assess student needs and learning gaps. This has been important in following up with student testing and management of caseloads. With the increase in the student needs and the addition of many new COVID protocols, an Assistant Principal (AP) has been added serving two (2) schools. The AP has been supporting the instructional programs and PBIS systems at both school sites. Due to increasing numbers of SDC students and increased program need, a Program Specialist has been added to strengthen and support our students with disabilities. The Program Specialist has been working directly with students and staff at two of the sites with our SDC programs, providing staff with instructional and behavioral support guidance. It has been beneficial to staff and students.

Middle school can be tough to navigate for our adolescents. In an effort to help our students connect with and develop a positive outlook about school and peers, Exist to Intervene - A program for at-risk middle school students will be extended in length providing weekly group sessions through an interactive learning model. The middle school teams have identified groups of students needing additional supports. The students have been engaging in activities to build strong relationships, leadership development, goal setting, and accountability. The goal is students will become more self-directed learners and more independent with life skills. The students that have participated this school year have shown improvement in absences, work completion and a decrease in behavioral referrals. As part of PBIS, data is reviewed and student cases are reviewed regularly in order to be as highly effective with supports as possible. Adding additional Tier 3 mental health therapy for students was a theme across the District several years ago. Since then, the need for this type of service has increased. Therefore, we have expanded our partnership with Wellness Together. Wellness Together services will be extended in length providing site-based school mental health therapists for all ten (10) sites and the number of therapy hours, classroom presentations, staff training, crisis counseling, and parent support is increasing to address escalating mental health needs. So far this school year, Wellness Together has provided 1,375 student support interactions to include 698 interventions (individual/group counseling, family engagement, SEL sessions and/or walk in/zoom sessions). They are currently providing 96 hours per week of service and provided 25 hours per week over summer.

Expanded learning opportunities in grades 6-8 before and/or after school interventions will be provided in 2021-2022. We have partnered with nine (9) middle school staff District wide to work an additional period per day to provide intervention and additional teaching to students in their core subject areas. To date we have been able to support over 100 middle school students. In addition, the District will extend in length its

partnership with the Boys and Girls Club of Greater Sacramento to provide structured activities and a Power Hour. The program will serve 50 students in grades 6-8. Students will engage in a mandatory 1-hour academic support session and then in a variety of activities including sports/fitness, character and leadership, arts, health, and life skills sessions.

With the shift back to in-person learning came a new Independent Study program offering state wide. Continuing our Virtual Learning Academy in order to meet the needs of our families was essential. In order to offer this program we have extended the Secretary and Coordinator position responsible for maintaining this program. This year we are serving approximately 225 students. Additional purchases of technological devices, software, and hot spots to improve student access to learning to support in-person and virtual learning were necessary. These purchases will allow more accessibility for students and increased student learning opportunities.

Our ESSER plan actions and services are aligned with our LCAP, ELO and LCP.

A description of how the LEA is using its fiscal resources received for the 2021–22 school year in a manner that is consistent with the applicable plans and is aligned with the LEA’s 2021–22 LCAP and Annual Update.

DCJESD uses the LCAP as its primary planning document and, as discussed in previous sections, the District has aligned its resources to the 2021-22 LCAP to ensure continuity of services and addressing needs. The 2021-22 LCAP includes actions and services funded by several sources including LCFF, Elementary and Secondary School Emergency Relief III Funds (ESSER III) , Routine Restricted Maintenance, Mental Health funds, and the Expanded Learning Opportunities Grant (ELOG).

Evidence of alignment is clear, and for example, the ESSER III plan and ELOG expands and/or increases the number and/or the length of the position for English Language Learner Teachers/Reading Teachers and Instructional Coaches which are also in the LCAP. The ESSER II plan expands and/or increases the number and/or the length of the position for Counselors and Licensed Vocational Nurses which are also included in the LCAP.

DCJESD is using its fiscal resources for the 2021-22 school year as detailed in applicable plans such as the LCAP, ESSER III Plan, Educator Effectiveness Grant and the implementation of planned actions and services has been going well and fiscal resources have been allocated as planned. The district has experienced some difficulty filling certain vacant positions, and this has resulted in year-to-date expenditures being less than expected for certain planned actions and services. The LCAP, ESSER III Plan, Educator Effectiveness, ELO Grant Plan can be viewed on the District's website.

# Instructions for the Supplement to the Annual Update for the 2021–22 Local Control and Accountability Plan Year

*For additional questions or technical assistance related to the completion of the Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan (LCAP), please contact the local county office of education (COE), or the California Department of Education’s (CDE’s) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at [lcff@cde.ca.gov](mailto:lcff@cde.ca.gov).*

## Introduction

California’s 2021–22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts have provided local educational agencies (LEAs) with a significant increase in funding to support students, teachers, staff, and their communities in recovering from the COVID-19 pandemic and to address the impacts of distance learning on students. Section 124(e) of Assembly Bill 130 requires LEAs to present an update on the Annual Update to the 2021–22 LCAP and Budget Overview for Parents on or before February 28, 2022, at a regularly scheduled meeting of the governing board or body of the LEA. At this meeting, the LEA must include all of the following:

- The Supplement to the Annual Update for the 2021–22 LCAP (2021–22 Supplement);
- All available mid-year outcome data related to metrics identified in the 2021–22 LCAP; and
- Mid-year expenditure and implementation data on all actions identified in the 2021–22 LCAP.

When reporting available mid-year outcome, expenditure, and implementation data, LEAs have flexibility to provide this information as best suits the local context, provided that it is succinct and contains a level of detail that is meaningful and accessible for the LEA’s educational partners.

The 2021–22 Supplement is considered part of the 2022–23 LCAP for the purposes of adoption, review, and approval, and must be included with the LCAP as follows:

- The 2022–23 Budget Overview for Parents
- The 2021–22 Supplement
- The 2022–23 LCAP
- The Action Tables for the 2022–23 LCAP
- The Instructions for the LCAP Template

As such, the 2021–22 Supplement will be submitted for review and approval as part of the LEA’s 2022–23 LCAP.

## Instructions

Respond to the following prompts, as required. In responding to these prompts, LEAs must, to the greatest extent practicable, provide succinct responses that contain a level of detail that will be meaningful and accessible for the LEA's educational partners and the broader public and must, to the greatest extent practicable, use language that is understandable and accessible to parents.

In responding to these prompts, the LEA has flexibility to reference information provided in other planning documents. An LEA that chooses to reference information provided in other planning documents must identify the plan(s) being referenced, where the plan(s) are located (such as a link to a web page), and where in the plan the information being referenced may be found.

**Prompt 1:** *“A description of how and when the LEA engaged, or plans to engage, its educational partners on the use of funds provided through the Budget Act of 2021 that were not included in the 2020–21 Local Control and Accountability Plan (LCAP).”*

In general, LEAs have flexibility in deciding what funds are included in the LCAP and to what extent those funds are included. If the LEA received funding through the Budget Act of 2021 that it would have typically included within its LCAP, identify the funds provided in the Budget Act of 2021 that were not included in the LCAP and provide a description of how the LEA has engaged its educational partners on the use of funds. If an LEA included the applicable funds in its adopted 2021–22 LCAP, provide this explanation.

**Prompt 2:** *“A description of how LEA used, or plans to use, the concentration grant add-on funding it received to increase the number of staff who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent.”*

If LEA does not receive a concentration grant or the concentration grant add-on, provide this explanation.

Describe how the LEA is using, or plans to use, the concentration grant add-on funds received consistent with California *Education Code* Section 42238.02, as amended, to increase the number of certificated staff, classified staff, or both, including custodial staff, who provide direct services to students on school campuses with greater than 55 percent unduplicated pupil enrollment, as compared to schools with an enrollment of unduplicated students that is equal to or less than 55 percent.

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

**Prompt 3:** *“A description of how and when the LEA engaged its educational partners on the use of one-time federal funds received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils.”*

If the LEA did not receive one-time federal funding to support recovery from the COVID-19 pandemic and the impacts of distance learning on students, provide this explanation.

Describe how and when the LEA engaged its educational partners on the use of one-time federal funds it received that are intended to support

recovery from the COVID-19 pandemic and the impacts of distance learning on students. See the COVID-19 Relief Funding Summary Sheet web page (<https://www.cde.ca.gov/fq/cr/relieffunds.asp>) for a listing of COVID-19 relief funding and the Federal Stimulus Funding web page (<https://www.cde.ca.gov/fq/cr/>) for additional information on these funds. The LEA is not required to describe engagement that has taken place related to state funds.

**Prompt 4:** “A description of how the LEA is implementing the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan, and the successes and challenges experienced during implementation.”

If an LEA does not receive ESSER III funding, provide this explanation.

Describe the LEA’s implementation of its efforts to maintain the health and safety of students, educators, and other staff and ensure the continuity of services, as required by the federal American Rescue Plan Act of 2021, and its implementation of the federal Elementary and Secondary School Emergency Relief (ESSER) expenditure plan to date, including successes and challenges.

**Prompt 5:** “A description of how the LEA is using its fiscal resources received for the 2021–22 school year in a manner that is consistent with the applicable plans and is aligned with the LEA’s 2021–22 LCAP and Annual Update.”

Summarize how the LEA is using its fiscal resources received for the 2021–22 school year to implement the requirements of applicable plans in a manner that is aligned with the LEA’s 2021–22 LCAP. For purposes of responding to this prompt, “applicable plans” include the Safe Return to In-Person Instruction and Continuity of Services Plan and the ESSER III Expenditure Plan.

California Department of Education  
November 2021



# 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 [2022-23]

### General Information

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

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

DCJESD serves the communities of Antelope, Dry Creek, and Roseville. Given our unique geographic location, we are privileged to serve a diverse population of students and families. With a total of 6,468 students attending one of our six (6) TK-5 elementary schools, our TK-8 school, our two (2) 6-8 middle schools, or our TK-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. One Thousand Nineteen (1,019) or 15% of students in DCJESD speak at least one language other than English. Currently, forty-four (44) different languages are spoken throughout our District. Furthermore, DCJESD serves 2,439 students (38% of total population) receiving free or reduced meals, nineteen (19) Foster Youth and one hundred ten (110) Homeless students. Two Thousand Eight Hundred Two (2,802) students or 43% of our total population are identified as English learners (EL), Foster Youth (FY) or Socio-economically disadvantaged (SED), students receiving free or reduced meals.

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

support the actions and services set forth by the District. Having deep roots and a rich history in the community, DCJESD celebrates the generations of families that continue to attend our schools. We appreciate their dedication to working collaboratively to refine, build, and implement the best educational programs possible for our students.

## Reflections: Successes

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

Dry Creek 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. Yearly, EL students participate in the Road to Reclassification. In 2020-2021 10% of our EL population met the criteria. Comparatively, in the 2021-2022 school year an increase of 7% or 17% of our EL students met the criteria to be reclassified as Fluent English Proficient (R-FEP). These reclassified students show high levels of proficiency on the CAASPP tests for both ELA and Math each school year. 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. Results from the 2020-2021 Summative English Language Proficiency Assessment for California (ELPAC) show that 27.58% of students are "proficient" which is higher than Placer County results (22.38%) and the State of California (13.98%).

With a focus on social-emotional learning and implementing systems of supports for students, our overall suspension rate shows a decline with 2018-2019 at 1.9%, 2019-2020 at 1.5% and 2020-2021 at .4%. These numbers are not direct comparisons, as the numbers for the last two years were calculated in DataQuest and the 2018-2019 year in the Dashboard system. Some of the change we believe 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 last 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.

Chronic absenteeism is an area that we have multiple layers of support for students and families. Over the last 2 years, through various school schedules, Distance Learning and modified days, we have maintained a lower rate than both the State and County. Last year, our overall chronic absenteeism was at 7.9% with the County at 9.4% and State at 14.3%. We believe this is due to the process and support systems we have in place to re-engage students, our direct services from our social worker and our site-based attendance supports and interventions. The year before, calculated for a partial year, is 5.7% and on the 2018-2019 Dashboard it was 6.6% overall. As with the indicators above, this is not directly comparable year to year, as this is a DataQuest calculation rather than the Dashboard calculation. However, it does give us the information we need as we move forward with planning for next 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.

Based on the results from the 2020-2021 Smarter Balanced California Assessment of Student Performance and Progress, the results for ELA reflect that 57% of All students, 45% of Socio-economically disadvantaged (SED), 19% of Students with Disabilities (SWD), 48% of African American (AA), and 25% of English learner students "met achievement standards". The results for Math reflect that 44% of All students, 33% of Socio-economically disadvantaged (SED), 13% of Students with Disabilities, 29% of African American, and 25% of English learner students "met achievement standards". Progress will be measured in this area compared to Spring 2022 CAASPP results. Over the last two years, testing was modified or cancelled due to unforeseen events, thus comparison data for a true measure of progress is unavailable. The CAASPP was modified last Spring to a shorter version.

Looking at our academic performance, 57% of ELA All students "met achievement standard". Comparing the subgroups, we are concerned with the gaps that exist for our English learner (EL) students (25%) and Students with Disabilities (19%). Math is an area of need District-wide. Forty-Five percent (45%) of Math All students "met achievement standard". Comparing subgroups, we are concerned with the gaps that exist for our EL (25%), SWD (13%) and African American 29%.

Math continues to be an area of need in regard to academic progress. 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. Over the next school year, both elementary and middle school teaching staff will engage in professional learning designed to enhance standards-based Tier I instruction. This will take place both onsite, in the classroom and at designated professional learning days. In addition, middle school math teachers will implement regular instruction and practice with performance tasks at all three grade levels. Elementary and middle school staff will engage in collaboration and planning District wide in regard to essential math standards, assessing and rubric alignment. Each school site will continue to implement a Response to Intervention & Instruction (RTI) system under our MTSS umbrella, in which students participate in three Tiers of Learning: Tier I - classroom instruction, Tier II - targeted instruction based on essential standards, and Tier III - strategic, specialized instruction based on learning gaps. All sites will hold collaborative conferences, wherein they will monitor student progress. All elementary sites will ensure each grade level has designated time during the school day for intervention/extension to support all students.

After analyzing the data for Suspension rate (DCJESD: 0.4%, Placer County: 0.8%, State of California: 0.2%) we know that we need to focus our efforts on our African American subgroup (1.2%). A total of 29 suspensions were recorded for the 2020-2021 school year. Though the District Suspension rate has been in decline for several years, our AA subgroup has consistently been at a 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. It is noted that suspension data will look different for the 2021-2022 school year statewide, as schools were back in session for the entire school year and students were on physical campuses instead of virtual learning. We anticipate an increase due to the change.

## 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 LCAP include: increased mental health and social-emotional learning (services, professional learning, school-wide implementation) (Goal 2), increased support staff for English learner (EL) and at-risk students (Goal/Action 1.7. 1.8), professional learning for support staff and teachers (Goal/Action 1.1), focus on educational equity (Goal/Action 1.12), targeted/focused summer program and during/before/after school targeted interventions to extend learning time for more students by school site (Goal/Action 1.3), increased technology integration and access (Goal/Action 1.5), and meaningful parent engagement and education opportunities (Goal/Action 3.1, 3.4).

## Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

### ***Schools Identified***

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

N/A

### ***Support for Identified Schools***

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

N/A

**Monitoring and Evaluating Effectiveness**

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

N/A

# Engaging Educational Partners

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

Dry Creek 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 (December, January, 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 with a consultation in May. 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, 2022, prior to a Public Hearing scheduled on June 2, 2022, 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 16, 2022.

In addition to the in-person meetings, DCJESD seeks input via an annual student, parent and staff survey in partnership with Hanover Research. The survey captures information needed to align our continued efforts to support students.

## DELAC & LCAP Committee Meetings:

December 1, 2021

February 24, 2022

May 10, 2022 - 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 2, 2022, Public Hearing.

Consultation with bargaining groups: May 2022

LCAP parent and staff survey administration: January 31 - February 11, 2022

Student survey administration: February 15 - March 4, 2022

Consultation with Placer County Special Education Local Plan Area (SELPA): May 24, 2022

#### A summary of the feedback provided by specific educational partners.

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 educational partner 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 educational partner groups.

Site Council (parents/staff and middle school students)/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

Staff:

- Targeted and increase summer program supports

- Class size

- Increase mental health services

- Increase counseling services

- Increase SEL supports

- Increase instructional support staff and training

- Professional learning for SEL programs and supports, 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: 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, and increased technology integration and access, and meaningful parent engagement and education opportunities.

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

Based on the feedback described above, increased mental health and social-emotional learning (services, professional development, school-wide implementation) (Goal/Action 2.1, 2.2, 2.4, 2.5, 2.62.7, 2.9), increased support staff for English learner (EL) and at-risk students (Goal/Action 1.1, 1.7, 1.9, 3.3), educational equity training and implementation of practices (Goal/Action 1.12), targeted/focused summer program to extend learning time for more students by school site (Goal/Action 1.3), and focused parent engagement and education opportunities (Goal/Action 3.1, 3.4), the priorities 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, English Learner, Foster Youth/Homeless, Low Income and students with unique needs, with increased supports and services for them to reach equitable outcomes.

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

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

Priority 1 - Basic (Conditions of Learning)

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

## Measuring and Reporting Results

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

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

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

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
CA Dashboard by Subgroup ELA, Math, Science	<p>December 2019 Dashboard (points above or below Level 3/current Status)</p> <p>ELA: ALL Students 17.3 / High EL Students -2.7 / Medium SED Students -8.1 / Low SWD Students -67.4 / Low African American Students -19.3 / Low</p> <p>Math: ALL Students -2.1 / Medium EL Students -18.8 / Medium SED Students -26.2 / Low SWD Students -92.7 / Low African American Students -51.5 / Low</p> <p>Science: N/A ALL Students EL Students SED Students SWD Students</p>	<p>Spring 2021 Data Directly From CAASPP - Dashboard was suspended due to COVID</p> <p>ELA: ALL Students - 57% EL Students - 25% SED Students - 45% SWD Students - 19% African American Students - 42%</p> <p>Math: ALL Students - 44% EL Students - 25% SED Students - 33% SWD Students - 13% African American Students - 23%</p>			<p>Increase proficiency and status yearly for all groups. Close proficiency gap between "ALL" students and subgroups with at least a 30 point gain.</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	African American Students				
CA Dashboard English Learner Progress Indicator (ELPI) Indicator	<p>December 2019 Dashboard ELPI: 58.4% making progress toward English Language proficiency Performance Level: High</p> <p>2020-2021 ELPI - We do not have ELPI as the State did not calculate due to COVID and testing irregularities across the State.</p>	2021-2022 ELPI			ELPI: 65% making progress toward English Language proficiency Performance Level: High
Reclassification Rate for EL students	2020-2021 RFEP - 93 Students which was 10% of our EL student population	2021-2022 RFEP - 151 Students which is 17% of our EL student population			Maintain reclassification of 10% or more per year
TK Student Kindergarten Readiness Score Average of $\geq$ 70 points	TK students 2021-2022 Average	TK students 2021-2022 Average			Maintain $\geq$ average of 70 pts.
Professional Development Survey	2020-2021 Survey	2021-2022 Survey Were you able to improve your instructional strategies			95% or higher approval rating

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		from what you learned during site and district professional development this year? 80% - YES Were your instructional strategies effective in meeting the needs of your students? 96% - YES			
Academic Bridge Growth Measure	Percentage of students making growth on post assessment - baseline to be established Summer 2022  432 students were served through a small group instruction model due to COVID. Academic Bridge will continue in the Summer of 2022.	Percentage of students making growth on post assessments - Summer 2022			100% of students made growth on post assessment
Kindergarten Bootcamp Growth	Increase Kindergarten Readiness Assessment Score by 10%	Growth as measured by the Bootcamp Assessment Score - Summer 2022			Maintain a 10% or higher increase on the Bootcamp Skills Assessment
GLAD Trained Staff	Baseline 2020-2021 # of Teachers GLAD Trained: 213	2021-2022 231 Teachers GLAD Trained			All certificated content area staff are GLAD trained.

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

## Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Professional Learning	Provide professional learning for both certificated and classified staff to support teaching practices and student outcomes for our diverse learners. Professional learning will be provided through a variety of learning opportunities, including during designated professional development days, Professional Learning Institutes (PLI), on site staff meetings, onsite release time and during the school day. Professional development will focus on supporting our students TK-8 and will be aligned with both District academic and social-emotional goals. Professional learning will include effective instructional strategies in each content area to address needs and goals District wide. Instructional Coaches will support staff at specific school sites with the implementation of best practices, supporting the implementation of our instructional materials, Guided Language Acquisition Design (GLAD), Response To Intervention (RTI) system implementation and grade level/content specific needs and District focus areas as noted above.	\$234,161.00	Yes
1.2	Curriculum and Assessment Teams	Convene curriculum and assessment teams as needed. Teams may review instructional materials, create standards-based lessons, review/create standards-based assessments and/or identify needs and actions for progress monitoring, grading and reporting student progress. During each process teams will take into consideration the learning and support needs of both our students with unique needs and our unduplicated students.	\$25,623.00	Yes
1.3	Increased Time to Learn	Increase time to learn and meet proficiency with expanded learning opportunities and supports. Expanded learning opportunities have priority enrollment for students experiencing Foster care,	\$114,015.00	Yes



Action #	Title	Description	Total Funds	Contributing
		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.		
<b>1.4</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 English learner, Low Income, Foster Youth/Homeless families.	\$6,000.00	No
<b>1.5</b>	Technology Access and Integration	Provide teachers and students with technology tools, programs, and access to enhance and support appropriate curriculum TK-8. Provide unduplicated and students with unique needs and families with technology equipment and connectivity as needed to access their education. Provide professional learning for staff focused on integrating technology to best support teaching practices and learning for our diverse learners. Provide parent education to best support and engage in their student's education. Library Media Technicians will support the implementation of technology tools and programs at each school site.	\$308,010.00	Yes
<b>1.6</b>	College and Career Readiness	Provide learning opportunities for our students that align with college and career readiness. Provide our middle school students career technical education (CTE) aligned courses through Project Lead the Way (Design and Modeling, Automation and Robotics, Medical Detectives and Computer Science), in preparation for the CTE pathways at the feeder high schools.	\$3,053.00	Yes

Action #	Title	Description	Total Funds	Contributing
<b>1.7</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.	\$1,040,640.00	Yes
<b>1.8</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.	\$81,852.00	Yes
<b>1.9</b>	Multi-tiered System of Supports - Academic	Universal screening in ELA and Math for all students K-8 via STAR Reading and Math assessments. Screener will be administered a minimum of 3 times per year and will be used in conjunction with site data to identify students needing additional services. Teams will meet for Collaborative Conferences, wherein they will identify students for Tier III supports. Funding allocated to school sites to provide increased and improved services to support EL, SED, Foster Youth, Homeless, at-risk and students with unique needs. Professional Learning Communities (PLC) by grade level/subject will meet regularly	\$142,336.00	Yes

Action #	Title	Description	Total Funds	Contributing
		on early release Mondays to analyze student outcomes, share lessons and plan for Tier I and Tier II instruction and supports.		
<b>1.10</b>	Highly Qualified Staff	Attract, recruit and retain highly qualified staff. Work with participating universities to host student teachers at our school sites. Participate in job fairs throughout the school year at various locations throughout the state. Support first and second year teaching staff with an Induction Coach. Coaches meet regularly with staff to plan lessons, model lessons, work on job specific individual needs, and guide them through the induction process. Provide professional learning to all staff, specific to their duties.	\$17,809.00	Yes
<b>1.11</b>	Instructional Planning	Provide general education teaching staff teaching 1st, 2nd, and 3rd grade with instructional planning time to ensure high quality, standards-aligned lessons, strategies and interventions used to support a variety of learners, including EL, FY, SED and students with unique needs.	\$372,271.00	Yes
<b>1.12</b>	Educational Equity	Provide professional learning for staff in regard to cultural diversity, culturally responsive teaching and educational equity. Address practices, policies, and barriers that perpetuate inequities which lead to opportunity and achievement gaps. Develop processes in which staff desegregate and analyze data and student progress with an educational equity lens and develop actions to mitigate barriers for our subgroups and eliminate disparities in educational outcomes.	\$2,088.00	Yes
<b>1.13</b>	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.	\$4,632,968.00	No

Action #	Title	Description	Total Funds	Contributing

## 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.

Most of the actions were implemented as planned. Some of the professional learning (Goal/Action 1.1) for our staff was modified or held via a different model, as staffing and sub shortages impacted the release of staff attending professional learning sessions. However, holding virtual sessions actually increased participation in some cases, as it alleviated child care issues and was more flexible with after hour schedules. Optional conferences were cancelled due to sub shortage. Additional District planned training that required release from the classroom was changed to a different model but still implemented through the designated professional learning days, PLIs after hours, and/or staff meeting time. Unfortunately due to lack of applicants, some of the Instructional Assistant hours were not filled (Goal/Action 1.13).

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

- 1.03: Salaries and benefits increased due to negotiated agreements.
- 1.05: Salaries and benefits increased due to negotiated agreements. Additional devices and software were purchased to increase access for increased time to learn.
- 1.06: Expected expenditures for supplies were not needed. Due to staffing shortages, optional release time to attend professional learning did not take place.
- 1.12: Due to minimal substitute availability, plans for training sessions and/or conferences for staff to attend were put on hold.
- 1.13: Instructional Assistant positions were unable to be filled.

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

Professional learning plays an important part in staff and student learning and success (Goal/Action 1.1). Yearly, the District plans thorough and relevant learning plans for our staff. During the 2021-2022 school year, professional learning was held both in person and via virtual sessions. Both proved to be successful and participation was high. Ninety-Five percent (95%) of certificated staff participated in the three (3) dedicated days and 158 staff members attended the Professional Learning Institute (PLI) sessions. These professional learning opportunities were provided through three (3) dedicated non-student days, Professional Learning Institute (PLI) model, site staff meetings and through onsite coaching by our Instructional Coaches. Professional learning in Dry Creek is a combination of District wide need and teacher requested topics and instructional strategies and is offered through pre-designed schedules and choice model events. During our three (3) dedicated days, certificated and classified staff supporting students receive job specific learning opportunities. Many instructional topics were covered this school year including: Restorative Practices, How to Use Illuminate (our student academic data system), Heggerty

phonemic awareness, District assessment, elementary and middle school math curriculum, social-emotional screening, Zones of Regulation, small group instruction, reciprocal teaching, orthographic mapping, writer's notebook, Unique curriculum, ToolBox, early childhood behavior, Aries SIS, Toolkit for Behavior, grading and reporting practices, and de-escalation strategies. There were 18 PLIs held this school year via Zoom and in person sessions. Both certificated and classified staff were invited to attend. In 2022-2023 we plan to continue to provide both in-person and virtual training and to collect uniform feedback from those attending in order to inform future opportunities. As noted in our reflections, Math is an area of concern and plans are in place to address instructional strategies at both the elementary and middle school level.

Our curriculum and assessment teams met throughout the year to complete the grading and reporting practices materials and changes for next school year (Goal/Action 1.2). The team and our pilot school, Olive Grove completed all of the necessary changes to the report card and standards-based mastery for evaluating student proficiency each trimester. The K-5 staff were then trained at our March professional learning day. Standards-based assessment and rubrics will identify student mastery more closely and be reported directly on the report card. Assessment team members collaborated with our EL teachers to ensure that our reporting practices were aligned with our reclassification process. This will ensure students who are ready to be reclassified meet appropriate criteria. Professional learning on how to align instruction and assessment of learning will continue throughout next year.

Our students were supported through increased time to learn (Goal/Action 1.3) in a variety of ways this school year and into summer. This year additional learning time through tutoring was provided by both Dry Creek staff and a community partner. Thus far, 331 students have benefited from the tutoring support. Academic Bridge is held each summer to extend the learning opportunities for students struggling to meet standards. Priority is given to unduplicated students performing below grade level. Last summer 459 students were served through a modified Academic Bridge due to COVID. Students received one-on-one or group tutoring. Pre/Post assessments were given, however, due to the nature of the model, it was not standardized across the District. Moving forward in summer 2022, Academic Bridge will be held by grade level and will serve approximately 359 students, TK-7 grade, for extra support in ELA and Math. Standardized grade level pre/post assessments will provide data on student progress and success at mastery of grade level standards and growth. Similarly, Kindergarten Bootcamp will serve up to 20 students at each elementary site in order to prepare them for the coming school year. An assessment aligned with the curriculum will provide data on student progress and growth. This information will be shared with the teachers of the students and will be evaluated to determine the effectiveness of the program. Yearly, qualifying students attend Extended School Year through our Special Education Department, giving students continuity of services in order to meet their goals. IEP teams monitor student progress. We have continued Extended Day Kindergarten at each elementary site, increasing the direct instruction time and additional time available for supports and services. Transitional Kindergarten (TK) has expanded the last several years across the District and is currently held at all six elementary sites, Connections Academy and our TK-8 grade site (Goal/action 1.4). The number of students attending TK has increased this school year in comparison to the 2020-2021 school year from 150 to 211.

In addition, each school site provides tiered instruction and supports through the MTSS model (Goal/Action 1.9). Funding allocated to school sites provided increased and improved services to support EL, SED, Foster Youth, Homeless, at-risk and students with unique needs. The MTSS model supports these practices with Universal Screening in ELA and Math for all students K-8 via STAR Reading and Math assessments. An ELA and Math screener was administered a minimum of three times throughout the year and was used in conjunction with site data to identify students needing additional services. Teams met for Collaborative Conferences, wherein they identified students for Tier

III supports. Professional Learning Communities (PLC) by grade level/subject met regularly on early release Mondays to analyze student outcomes, share lessons and plan for Tier I and Tier II instruction and supports. Educational equity (Goal/Action 1.12) is essential for all students. We have focused on-site and District programs to ensure equitable programs and services are available throughout the District. In addition, sites have been using multiple data points (academic, SEL, support groups, intervention, tutoring) for analysis to determine whether there are barriers to achieving success for our lowest achieving subgroups. The site teams then identify supports needed to eliminate the barriers and increase the academic and social-emotional progress for the identified students. For students who needed intervention within the classroom, general education staff in grades 1-3 had planning time (Goal/Action 1.11) to allow for teachers to develop instructional plans to support learning at all levels including, English language development, Tier I and Tier II supports.

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

Middle school students 6th-8th grade participate in CTE aligned courses through Project Lead the Way (Design and Modeling, Automation and Robotics, Medical Detectives and Computer Science), in preparation for the CTE pathways at the feeder high schools (Goal/Action 1.6). This school year we added a horticulture course at Antelope Crossing. Staff attend special training to teach these courses. It is important to have our unduplicated students participate in these courses and enrollment is monitored closely. This school year, 468 SED/FY and 295 EL/RFEP students were enrolled in our middle school CTE aligned courses.

English learner supports and services include our eight EL/RR teachers serving all elementary and middle schools (Goal/Action 1.7). Feedback collected from our educational partners shows that these positions are valued and needed at all grade levels. In response to this feedback and the growing EL student population at a couple of our schools, an additional EL staff member was hired this school year to serve middle school students. Our EL teachers support our EL students with daily instruction and reclassification processes. They are a wonderful liaison for our parents and provide support to parents and the school sites to increase parent engagement. In addition, EL staff provide support to general education staff, model effective teaching strategies and assist with developing integrated and designated instruction. Yearly, we provide Guided Language Acquisition and Design (GLAD) training for our staff in order to provide the most effective teaching strategies for our EL students. It is our goal to have all content area and multiple subject staff trained. Although there were substitute shortages this year, we were able to hold two GLAD training sessions, resulting in an additional 18 trained staff members. Currently 231 staff members have been trained. GLAD training is scheduled for next year and an additional special training will be held specifically for middle school math. Instructional coaches will follow up with trained staff to ensure effectiveness of strategies.



Reclassification rates and RFP student scores on standardized tests show that our supports and services are proving successful for our students.

Foster Youth and Homeless Supports and Services has increased tremendously this school year with the addition of our social worker (Goal/Action 1.8). This school year our social worker has supported 33 Foster Youth students with indirect and direct services including: monthly communication with the County social worker regarding grades, attendance and behavior, updates and tracking for school sites, data tracking for tiered levels of supports for academics, attendance, behavior, school placements, and Aperture scores. She assists with student enrollment, outreach and communication with prior school districts and other County social workers, collaboration with school psychologists and IEP teams, assisting with after school care, medical services and working with legal staff. Similarly, our social worker serves 153 Homeless Youth with indirect and direct services including: weekly data updates and tracking for sites, providing resources (transportation, vouchers for shelter, clothing, etc.), wellness checks, enrollment assistance, assistance with medical services, coordination with County liaison, and attends school site meetings to assist.

Attracting, recruiting and retaining highly qualified staff is a top priority for Dry Creek (Goal/Action 1.10). During this school year, Dry Creek held its own district job fair for both classified and substitute employees in September of 2021 and attended the Placer County Job Fair in March of 2022 to recruit and attract new employees and teacher candidates to the district where we were able to hire three (3) staff members for the 2022-2023 school year. DCJESD continues to partner with many universities to host student teachers, psychologists and counselors. Our current partnerships include Sacramento State University, National University, Brandman University, William Jessup, Western Governors University, University of Reno Nevada, and Chico State. Twenty-one (21) first and second year teachers were supported by our Instructional Coaches and certificated staff members through the induction program. The induction coaches met with the new teachers on a regular basis, modeled lessons, planned with them and guided them through their induction process.

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.

Transitional Kindergarten scores will be established with Spring 2022 scores.

Academic Bridge baseline will be established summer 2022. It will be based on a percentage of overall growth with pre/post assessments.

Bootcamp measure will be established summer 2022 with a score on a specific Bootcamp aligned assessment.

Professional learning survey changed. Baseline will be established Spring 2022.

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



# Goals and Actions

## Goal

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

An explanation of why the LEA has developed this goal.

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

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

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

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

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

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

Having reviewed multiple forms of data, including our student and parent surveys, educational partner feedback from numerous meetings, as well as school site data (referral numbers, SWIS (School-wide Information System) data, intervention team data), and the model practices resources for the state priorities, we will move forward with providing supports on various levels. It is important to continue this work to support high levels of students engagement and both mental and physical well-being. Having found success with our MTSS supports the last several years, we will work to enhance, refine and improve as we move forward. The continued actions and services listed below, as well as 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	2020 - 2021 Data Quest Overall (523) 7.9% SWD 13.4% SED 12.4% EL 6.1% African American 19.1% Homeless 25% Foster Youth 26.1%	2021-2022 Chronic Absenteeism			Decrease Chronic Absenteeism proportionally for all subgroups. Decrease significantly the subgroups with greatest with highest percentages to less than 5%. Overall District SWD SED EL

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
					African American Homeless Foster Youth
CA Dashboard Suspension Rate Indicator	2020-2021 Suspension Data from Data Quest Overall (29) .4% SWD .9% SED 1.5% EL .5% African American 1.2% Homeless .8% Foster Youth 0%	2021-2022 Suspension Data			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
Number of CalPads Reported Behavior Incidents	19/20: 298 total incidents 241 unduplicated incidents	2021-2022  196 total incidents (more than one student)  173 unduplicated incidents (only one student)			Less than 200 CalPads reported incidents

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Average Daily Attendance Rate	2020-2021 ALL - 96.8%	2021-2022 (August 2021 - May 2022)  ALL - 92.52% SED - 91.33% EL - 89.51% Homeless - 89.51% Foster Youth - 93.05%			Maintain ADA rate of 97% or higher.
Middle School Drop Out Rate	2020-2021 - 0	2021-2022 - 0			Maintain 0 middle school drop outs
Parent Survey	2020-2021 Data  1. 23% of parents feel that bullying is a problem at school. 2. 88% of parents feel that their student(s) feel safe at school. 3. 79% of parents feel that their student(s) get along with each other and respect their differences 4. 73% of parents understand what types of social-emotional supports	2021-2022 Data  1. 29% of parents feel that bullying is a problem at school. (6% increase) 2. 84% of parents feel that their student(s) feel safe at school. (4% decrease) 3. 71% of parents feel that their student(s) get along with each other and respect their differences. (8% decrease) 4. 68% of parents understand what types of social-emotional supports			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
	are available to students 5. 81% of parents feel students receive the supports they need.	are available to students. (5% decrease) 5. 74% of parents feel students receive the supports they need. (7% decrease)			
Student Survey	2020-2021 Data  1. 63% of students feel like they belong at school. 2. 49% of students feel they know how to handle stress. 3. 39% of students feel they can explain their feelings to others. 4. 23% of student feel that they have been verbally bullied by students at school.	2021-2022 Data  1. 63% of students feel like they belong at school. (maintained) 2. 47% of students feel they know how to handle stress. (2% decrease) 3. 38% of students feel they can explain their feelings to others. (1% decrease) 4. 31% of student feel that they have been verbally bullied by students at school. (8% increase)			Increase to 90% or higher: 1. I feel like I belong at school. 2. I know how to handle stress. 3. I can explain my feelings to others.  Reduce to less than 5%: 4. I have been verbally bullied by students at school.
SEL Screener % of students qualifying for services	Baseline to be established August 2021  Number of students scoring in the At-Risk level District-wide	2021-2022 Data  6% of students qualified for instruction to address their needs. The national average is 16% or			Number of students scoring in the At-Risk level will decrease yearly

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

## Actions

Action #	Title	Description	Total Funds	Contributing
<b>2.1</b>	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.	\$14,616.00	Yes
<b>2.2</b>	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.	\$2,500.00	Yes
<b>2.3</b>	Attendance Supports and Services	Regularly monitor daily attendance in order to provide supports and services proactively, mitigating chronic absenteeism and loss of instruction. Communicate regularly with parents, meeting as often as necessary to support positive school attendance and identify solutions	\$3,132.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>to barriers they may face. Use the District Attendance Success Plan process to best support students and families at the school and District level. Process truancies and provide community or legal resources. Refer students to SARB, and Director of Student Services will collaborate with the SARB panel to ensure referrals to community agencies for counseling, housing supports, probation support or family collaborative meetings.</p> <p><b>**See attached Attendance Success Plan.</b></p>		
<b>2.4</b>	Social-Emotional Learning (SEL) Professional Learning	Provide staff with a variety of professional learning opportunities, equipping them with best practices for implementing SEL supports and strategies at the classroom level and as a part of the school-wide MTSS. Learning opportunities may include but are not limited to: self-regulation strategies, de-escalation, behavior support strategies, trauma informed practices, suicide prevention, ToolBox, school and county level supports available for students, and how to refer students for school-wide supports. Professional learning opportunities provided for staff .	\$4,975.00	Yes
<b>2.5</b>	School-Based Mental Health	<p>Provide increased school-based mental health therapy as part of our MTSS services. Contract with Wellness Together and determine amount of service needed based on needs of the school sites. This service is provided to general education students and families requiring Tier III supports. Services to be provided during the school year and into the summer Academic Bridge program. We continue to employ two mental health clinicians to serve students with unique needs with mental health services.</p> <p>Yearly review and update as needed the Mental Health and Social-Emotional Well Being Plan. Maintain actions within the plan and monitor implementation at each school site.</p>	\$23,734.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<b>**See attached Mental Health and Social-Emotional Well Being Plan.</b>		
<b>2.6</b>	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.	\$488,919.00	Yes
<b>2.7</b>	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 supports and services. Provide school supplies, transportation, clothing, food provisions and hygiene kits as needed.	\$380,419.00	Yes
<b>2.8</b>	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.	\$14,724.00	Yes
<b>2.9</b>	Social-Emotional Learning Student Screener	The district will continue a system of social-emotional support utilizing a widely used, scientifically validated and practical tool to measure and improve students' social-emotional competence. The system will screen, assess and provide educational practices and intervention	\$1,000.00	No



Action #	Title	Description	Total Funds	Contributing
		strategies for strengthening students' social skills both in school and in out-of-school-time settings.		
<b>2.10</b>	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.	\$2,966,341.00	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.

Actions were implemented however, some of the ways they were implemented were modified to accommodate the State and County health directives at that time in the school year. Professional learning was provided through our designated professional development days, site meetings and PLI sessions. Funding for release time and outside optional conferences was not expended. (Goal/Action 2.4) PBIS training (Goal/Action 2.1) is generally held in-person on multiple days throughout the year. This year it was modified to virtual sessions and/or smaller sessions. All sites have been trained and will follow up this next school year in the level they need.

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

2.3: The amount noted in the budgeted expenditures was miscoded to action 2.3 instead of 2.7. The actual budgeted amount for 2.3 is \$3,000. There were not as many attendance supports or resources needed to purchase and therefore, the funds were not expended. This varies year to year, based on needs of the students and families we are supporting.  
2.4: Professional learning was provided through our designated professional development days, site meetings and PLI sessions. Funding for release time and outside optional conferences was not expended.  
2.9: Funding for the SEL screener was provided through one time funding. We will continue to budget the screener in the LCAP as the one time funding will not carry over to future years.

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

Supporting Social Emotional Learning (SEL) of our students through our MTSS model has been a priority for several years. In order to better identify students in need and specific areas of concern, this year the District implemented an SEL student screener (Goal/Action 2.9). The

screening tool is filled out by teaching staff and results are analyzed through an electronic system. Students in need of supports are then identified and the SEL teams at the sites connect them with specific resources and people to provide support. Six percent (6%) of Dry Creek students scored in the "needing instruction" category. This is far below the national average and is evidence that strategies and supports implemented at the District, school, and classroom level are proving successful. School counselors (2.6), Wellness Together (2.5) staff, Special Education staff (2.5) and District social worker (2.7) have led professional learning for de-escalation, trauma informed practices, ToolBox curriculum and suicide prevention. SEL site teams collect data and help to address student needs and work with the students' teachers and families to ensure supports and strategies can be implemented. Given the feedback from parents and staff, we have increased the number of school counselors. In the last two school years we have increased by three (3), for a total of ten (10) counselors serving students TK-8. The counselors provide one-on-one and group support services, serve on the SEL team and help to implement the MTSS support and services. When a child is in need of more extensive services, Wellness Together provides mental health therapy at each school site and throughout the summer to identified students. In addition our District mental health clinicians and psychologists (2.7) provide mental health services to our students with unique needs through the IEP process. Over the course of this school year, approximately 548 one-on-one or group counseling sessions were held by school counselors and our psychologists and mental health clinicians served 119 students through mental health services. Based on feedback received from our educational partner groups and our staff, professional learning in the area of social-emotional learning has been and continues to be needed (Goal/Action 2.4). We will continue to offer professional learning through our professional learning days and our PLI models.

PBIS has been implemented District wide (Goal/Action 2.1). Yearly, each site determines the training that best fits their needs, whether it is a refresher, an advanced training or a specific year implementation training. Due to substitute shortages this school year, PBIS training was modified, however, school site members still attended. Practices are in place at each school site and teams are making plans to continue implementation next school year. The School-wide Information System (SWIS) data collection system is utilized at each school site by the PBIS and intervention teams to determine where the incidents are occurring and what interventions or follow up is needed for specific students, grade levels and areas of the school site. This school year, SWIS data showed an increase in both minor and major referrals. While both increased, this can be attributed to the fact that we were in school the entire year without a modified or delayed schedule as compared to the year before and we are reteaching and implementing the behavior systems and supports. We also know, while suspension rates are low for 2020-2021 school year with 32 total suspensions, we will see a rise in those rates given the transition back to a typical school year and schedule. We will need to continue to utilize the supports in place to assist students with positive behavior changes in order to maximize access to their education. As we move into next school year, sites will be utilizing the PBIS system and our Restorative Practices (Goal/Action 2.2) to address student behavior needs and aim for reduced referral rates. PBIS has been successful in giving our school sites common language for expectations and systematic ways to intervene when necessary. This school year our PBIS school teams were supported by a PBIS District lead. School site PBIS leads gathered multiple times at the District for training and consultation about practices. The School Climate survey was administered to parents and 4-8 grade students in February (Goal/Action 2.8). Overall District wide data shows that 63% of students feel they belong at school, 47% feel they know how to handle stress and 38% can explain their feelings to others. These are all areas that can be addressed through our PBIS and SEL structures within each school. School sites will analyze the data with the School Site Council and staff to determine the areas of strength and areas of growth. Plans on how to address the areas of need as a school site will be included in their School Plan for Student Achievement.

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

Attendance is monitored closely by our site administrators and our District social worker who provides indirect and direct services (Goal/Action 2.3). This school year, overall attendance rate as calculated through May 20, 2022, is 92.52% which is a decrease from 2020-2021 at 96.3%. Given the events of the last several years, we know that some of the decrease is due to the attendance accounting for quarantines related to short term independent study. Students are monitored for chronic absenteeism and many supports and services are put in place to ensure students have access to their education. Home visits, re-engagement plans, incentive systems, school site team meetings, connection to social services and community supports as well as the Attendance Support Plan are some of the ways students and families are supported. On a regular basis the principal, clerk and teachers at each school site monitor daily attendance and meet informally with students and parents to problem-solve and eliminate barriers to attending school. If needed, staff forward student cases to our County School Attendance Review Board (SARB). Thus far, 10 families have been referred to SARB. Our overall chronic absenteeism rate in 2020-2021 was 7.9% up about 1.3% from the last Dashboard calculation of 6.6%. This school year, our social worker provided direct services to 30 students and their families, who were considered chronically absent and needed assistance with establishing consistent school attendance and routines. This included school-based therapy, home visits, wellness checks, multiple student/parent meetings to address barriers, coordination with SARB and Children's System of Care, and providing supplies. 11/30 students improved their attendance while 8 disenrolled and left the District. We will continue to provide supports and to mitigate barriers for families and students in order to increase attendance rate and decrease chronic absenteeism.

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

There are no changes to the actions, metrics or desired outcomes.

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

# 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 educational partners. 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	2020-2021 Data  1. 90% of parents feel that the school keeps them well informed about events and activities. 2. 77% of parents feel that District schools encourage parent involvement. 3. 94% of parents feel	2021-2022 Data  1. 88% of parents feel that the school keeps them well informed about events and activities. (2% decrease) 2. 75% of parents feel that District schools encourage parent			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>they are able to communicate with teachers/staff when needed.</p> <p>4. 94% of parents prefer their child's school to provide information through email.</p> <p>5. 84% of parents feel that District schools effectively communicate with parents regarding their child's progress.</p> <p>6. 77% of parents understand what types of academic support are available to students.</p> <p>7. 71% of parents feel that the school and/or District value(s) my participation or input in engagement opportunities.</p>	<p>involvement. (2% decrease)</p> <p>3. 93% of parents feel they are able to communicate with teachers/staff when needed. (1% decrease)</p> <p>4. 94% of parents prefer their child's school to provide information through email. (Maintained)</p> <p>5. 84% of parents feel that District schools effectively communicate with parents regarding their child's progress.</p> <p>6. 72% of parents understand what types of academic support are available to students. (5% decrease)</p> <p>7. 68% of parents feel that the school and/or District value(s) my participation or input in engagement opportunities. (3% decrease)</p>			

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Participation in Parent/Family Education	2021-2022 School Year will be baseline. Due to COVID opportunities were limited.	<p>Love &amp; Logic Parent courses have been offered. Two six week session with 32 families participating.</p> <p>Adult English Courses were held and 24 parent/guardians from Dry Creek participated.</p> <p>Sites have been holding events as COVID allows.</p>			Increase by 10% each school year
Local Indicator #3 - Parent Engagement Rubric Scores 1 - Exploration Phase 2 - Beginning Development 3 - Initial Implementation 4 - Full Implementation 5 - Full Implementation and Sustainability	<p>2020-2021 Data</p> <p>Building Relationships:</p> <p>1. Rate the LEA's progress in developing the capacity of staff (i.e. administrators, teachers, and classified staff) to build trusting and respectful relationships with families. 4</p> <p>2. Rate the LEA's progress in creating</p>	<p>2021-2022 Data</p> <p>Building Relationships:</p> <p>1. Rate the LEA's progress in developing the capacity of staff (i.e. administrators, teachers, and classified staff) to build trusting and respectful relationships with families. 4 (Maintain)</p> <p>2. Rate the LEA's progress in creating</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
	welcoming environments for all families in the community. 4.5  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  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 accessible to families. 4  Building Partnerships for Student Outcomes:  5. Rate the LEA’s progress in providing professional learning and support to teachers and	welcoming environments for all families in the community. 4 (decrease by .5)  3. Rate the LEA’s progress in supporting staff to learn about each family’s strengths, cultures, languages, and goals for their children. 3 (decrease by .5)  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 accessible to families. 4 (Maintain)  Building Partnerships for Student Outcomes:  5. Rate the LEA’s progress in providing professional learning			

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>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> <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>and support to teachers and principals to improve a school's capacity to partner with families. 3 (decrease by .5)</p> <p>6. Rate the LEA's progress in providing families with information and resources to support student learning and development in the home. 4 (Maintain)</p> <p>7. Rate the LEA's progress in implementing policies or programs for teachers to meet with families and students to discuss student progress and ways to work together to support improved student outcomes. 4 (Maintain)</p> <p>8. Rate the LEA's progress in supporting families to understand and exercise their legal rights and advocate for their own</p>			



Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<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 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>students and all students. 4 (Maintain)</p> <p>Seeking Input for Decision Making:</p> <p>9. Rate the LEA's progress in building the capacity of and supporting principals and staff to effectively engage families in advisory groups and with decision-making. 4 (Maintain)</p> <p>10. Rate the LEA's progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making. 4 (Maintain)</p> <p>11. Rate the LEA's progress in providing all families with opportunities to provide input on policies and programs, and implementing strategies to reach and seek input from</p>			

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	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	any underrepresented groups in the school community. 4 (Maintain)  12. Rate the LEA's progress in providing opportunities to have families, teachers, principals, and District administrators work together to plan, design, implement and evaluate family engagement activities at school and district levels. 4 (Maintain)			

## Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Engagement Opportunities	Provide school and District-wide engagement opportunities for parents and guardians. Engagement opportunities may include but are not limited to: Back-to-School Night, Parent Conferences, At-Risk and SST meetings, Individual Education Plan meetings, 504 meetings, School Site Council, English Language Advisory Committee, District Advisory Committee, District English Language Advisory Committee, PBIS parent member, Community Advisory Committee, and various family engagement events across the ten school sites.	\$3,477.00	Yes
3.2	Communication and Input	Use a variety of ways to communicate with our parents and community both formally and informally. Use the preferred methods of	\$32,767.00	Yes

Action #	Title	Description	Total Funds	Contributing
		communication as identified by stakeholder input. We seek to communicate through a variety of mediums including but not limited to: District and site newsletters, District and site websites, emails, School Messenger (text, call and email features), Twitter, Facebook, phone calls, meetings, and various flyers. Input from educational partners is sought throughout the school year. We partner with Hanover Research to conduct the LCAP survey. Survey data is analyzed at the District and site level and used to develop plans and actions. In addition, District and site advisory groups provide input and feedback throughout the school year on such things as School Site Plans, School Safety Plans, LCAP, Parent Engagement Indicator progress and parent/family education events. Additional input/feedback is solicited District-wide through various surveys sent throughout the school year for specific topics. Translation services are utilized to ensure language barriers do not impede communication or input capabilities with our families.		
<b>3.3</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.	\$26,395.00	Yes
<b>3.4</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 Classroom, SeeSaw, PowerSchool at home, Love and Logic parent	\$9,919.00	Yes

Action #	Title	Description	Total Funds	Contributing
		courses, student Mental Health and Wellness, how to meaningfully participate in IEPs, SSTs and 504 meetings and what to expect when attending a parent conference. Per feedback from educational partners, provide parent education opportunities via electronic means, Zoom type platform and/or in-person, or through pre-recorded webinar format, for greater ability to participate.		
3.5	Items from Goal 3, Actions 1-4 that are "not contributing"	This action identifies the services that are identified in aforementioned actions and help to increase and improve services, however, the funding identified here is non-LCFF Supplemental and is therefore considered "not contributing" and needs to be captured separately.	\$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.

All of the actions were implemented. However, due to State and local health orders, some events and activities had to be rescheduled, postponed or held via electronic platform. The planned webinars and parent education videos were not completed as we had hoped due to staffing shortage, however, we plan to continue to build our parent education web page and virtual events this next school year. Site sponsored parent education events were held, although some were cancelled or held via Zoom. School sites will collect data on attendance at these events in the coming school year. In addition, Family Literacy classes will be expanded across the District to serve additional English learner families, as they were only held at Olive Grove this school year (Goal/action 3.3).

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

N/A

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

During the 2021-2022 school year, an effort was made to increase our parent engagement and parent education opportunities (Goal/Action 3.1, 3.4) District wide, while following current State and County health guidelines. At the school sites and District level, parents had the opportunity to participate in: Back-to-School Night, Parent Conferences, at-risk and SST meetings, Individual Education Plan meetings, 504 meetings, School Site Council, English Language Advisory Committee, LCAP Committee, District English Language Advisory Committee,

PBIS parent member, Community Advisory Committee, and various family engagement events across the ten school sites. Seventy-five percent (75%) of our parents feel that the schools encourage parent involvement and 88% feel that the school keeps them well informed about events and activities. We will continue to work on increasing this engagement and helping our parents feel welcome and valued, as 68% of families feel that the school and/or District value(s) their participation or input in engagement opportunities. To gather feedback, sites will implement a feedback form for parents to fill out after these engagement opportunities. Parent Education is essential in helping our families to engage and feel comfortable with participating in their child(ren)'s education. Love and Logic classes were offered to parents District-wide. Two six week sessions were held with a total of 34 families attending. An adult literacy course was also offered at Coyote Ridge Elementary School with a total of 24 Dry Creek parents/guardians attending. This is an increase in participation from the year prior.

Based on input from our educational partners the last two years, we are in the process of developing a Parent Academy web page, wherein, parents have access to a variety of webinars and live Zoom sessions on various topics in relation to procedures, practices and instruction. As noted, we were not able to complete the planned webinars and sessions this school year, however, we will continue work on this for the coming school year as we feel it is important.

Communication and input is important as we strive to build our partnerships with parents and our community (Goal/Action 3.2). Communicating with our families in a variety of ways has been a priority. We know that two way communication is essential and strive to create opportunities for this to happen. Yearly, parent(s)/community members are surveyed through our partnership with Hanover Research. The survey is used to gather information about the needs of our families and how we are serving our families through the increased and improved services within the LCAP. The survey link is sent via our SchoolMessenger system and hard copy printouts are available in the school office for those that do not have access to the electronic version. Translations of the survey are available in Ukrainian, Russian and Spanish. The information gathered is compared to the year before and helps with our planning on both a District and site level. Based on feedback from our parent survey, main lines of communication include email (94%) and text features through our sites and School Messenger. Overall, parents feel they are able to communicate with teachers/staff when needed (93%) and that the schools effectively communicate with parents regarding their child's progress (84%). However, an area we will focus on is helping parents understand what types of academic support are available to students (72%). Sites will work on messaging and various delivery models for communicating this information to families. In addition, each school site and our DELAC go through a process of reviewing the LCAP with Site Council and ELAC to gather direct feedback on actions and services, recommendations, and identified needs. This information is collected District wide in order to identify themes and actions that can be taken to serve our students.

Similarly, the Site Council and ELAC at school sites and DELAC review the Local Indicator 3, parent engagement rubric to identify areas of strength and are as of growth as we develop partnerships with families. This feedback is critical for both the District and school sites. District wide, the ratings on the rubrics have maintained in the "4 - Full Implementation" or higher rating for the last two years on 10/12 rated areas. Ratings of "3 - Initial Implementation" or 3.5 were maintained in 2/12 areas. These two areas were in the Building Relationships and Building Partnerships for Student Outcomes sections. We plan to address the two areas by providing additional professional learning for staff in the area of cultures and languages and partnering with families.

English Learner family supports and services (Goal/Action 3.3) are provided District wide and at each school site. Our English learner staff serve as a liaison between the schools and our EL parents. They are there to provide extra support for students, however, they also provide

support for parents through meetings, help with paperwork, resources and community services. In addition, we ensure translations and interpreters are readily available and utilized for school and District meetings, parent conferences and school events/activities. Family Literacy classes were held at Olive Grove this school year. Ten (10) families participated. Adult English classes were offered and held in both the fall and spring with a total of 24 participants. Sites will seek input from families at their first ELAC meeting at the beginning of next school year to determine what type of family supports they need and will plan accordingly, as our goal is to increase participation in parent education classes in the coming year.

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

There are no changes to the actions, metrics or desired outcomes.

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

# Goals and Actions

## Goal

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

An explanation of why the LEA has developed this goal.

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

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

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Williams Audit & Resolution - Instructional Materials	100% Compliance	100% Compliance			100% Compliance
Williams Audit - Highly Qualified Staff	100% Compliance	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 28:1 6-8 28:1			TK-3 24:1 4-5 30:1 6-8 32:1
Facilities Inspection Tool (FIT)	Maintain Good Or Exemplary Standings on the FIT	2021-2022			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
	ACMS 95.93% Good AM 95.98% Good BR 100% Exemplary CR 97.92% Good CVR 98.69% Good HO 97.91 Good OL 95.57% Good QG 94.53% Good SMS 93.3% Good	ACMS 98.3% (2.37% increase) AM 98.0% (2.02% increase) BR 97.92% (2.08% decrease) CR 90.77% (7.15% decrease) CVR 96.96% (1.73% decrease) HO 97.64% (.27% decrease) OL 98.44% (2.87% increase) QG 95.31% (.78% increase) SMS 98.36% (5.06% increase)  All sites are in GOOD standing. Items found needing attention during the FIT inspection are addressed through work orders in our facilities department.			
K/1 Combination Classes	0	There are no K/1 combination classes at our elementary sites.			0

## Actions



Action #	Title	Description	Total Funds	Contributing
4.1	Instructional Materials	Ensure all students have access to hard copy and electronic instructional materials through regular inventory and audit at the beginning of the school year and ongoing as enrollment fluctuates.	\$266,843.00	No
4.2	Class Size Target Ratios	Maintain or decrease target ratios for class size TK-8 to maximize instructional and learning time. TK-3 24:1 4-5 30:1 6-8 32:1	\$1,898,320.00	Yes
4.3	Minimize Kindergarten/First Grade Combination Classes	Minimize the number of Kindergarten/First grade combination classes District-wide.	\$312,090.00	Yes
4.4	Safe and Orderly Facilities	Our Facilities Maintenance Plan is proactive and responsive. All school sites, lead custodians, and maintenance personnel have access to the online system "School Dude" which houses our work order cache. Continue to input preventative maintenance, planned maintenance and safety needs directly. The team tracks this closely and conducts full site reviews as necessary. Yearly our FIT inspection provides a list of items to prioritize as we strive to be efficient, effective, and keep our school safe and in good working order. Yearly, each site to update and get Board approval of School Site Safety Plan.	\$7,885,664.00	No
4.5	Appropriately Assigned Staff	Ensure teachers are appropriately assigned to courses through regular monitoring and assignment processes.	\$3,084.00	Yes
4.6	Items from Goal 4, Actions 1 - 6 that are "not contributing	IThis 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.	\$34,423,096.00	No

Action #	Title	Description	Total Funds	Contributing
		Action 2 - Class Size		
4.7				

## 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.

All actions were implemented as planned.

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

4.1: Additional math materials were purchased for the next 3 years. (expended funds were instructional materials funds, not supplemental)

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

Instructional materials (Goal/Action 4.1) were distributed to all school sites for all students. The resolution of sufficient instructional materials was approved by the Board of Trustees on September 2, 2021. We have maintained zero (0) Williams complaints over the last 2 years. This shows the success with monitoring our student enrollment and instructional materials inventory year to year.

Monitoring class size (Goal/Action 4.2) and minimizing combination classes in the early years (4.3) are a priority. Class size target ratios were met. In fact, the 4-8 levels targets were reduced further to 28 in order to maximize space due to COVID related guidelines. For the last several school years, Kindergarten/First Grade combination classes were eliminated.

The facilities, maintenance and operations staff focus on keeping classrooms safe and healthy for our students (Goal/Action 4.4). Maintenance has installed MERV 13 air filters in all classrooms to help with indoor air quality. The custodial and operations teams have specific protocols aligned with CDPH and County Health Department orders for cleaning and disinfecting classrooms to help prevent the spread of viruses. In addition to COVID procedures, staff is busy providing daily maintenance and repairs to all of our facilities. The work order system is checked multiple times throughout the day to ensure any safety related or high priority tasks are completed as soon as

possible. The success of these systematic procedures shows in the Facility Inspection Tool (F.I.T.) evaluation scores. All of the schools scored "good" or higher on the F.I.T. evaluation tool. The F.I.T. inspections provide a list of items to prioritize as we strive to be efficient, effective, and keep the schools safe and in good working order. To date, 44/48 F.I.T. generated work orders from this school year have been completed.

Human Resources regularly reviews placement and has multiple processes in place to ensure appropriate assignments (Goal/Action 4.5). Because of these processes and systems, again this year, students were taught by teachers that were assigned appropriately to courses based on their credentialing. This status has been maintained over the last 3 years.

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

There are no changes to any of the actions, metrics or desired outcomes for Goal 4.

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

# Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2022-23]

Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)
5,300,348	0

## Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
8.77%	0.00%	\$0.00	8.77%

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

## Required Descriptions

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

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

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

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

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

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

Goal 3: Foster meaningful Parent and Community engagement.

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

As discussed earlier, CAASPP data for 2020-2021 shows achievement gaps for our unduplicated students as compared to "All" students. Below is a summary of the CAASPP data.

ELA:

ALL Students - 57%

EL Students - 25%

SED Students - 45%

SWD Students - 19%

African American Students - 42%

Math:

ALL Students - 44%

EL Students - 25%

SED Students - 33%

SWD Students - 13%

African American Students - 23%

Ensuring every unduplicated student has the most highly qualified and appropriately assigned teacher provides them with a distinct advantage during their school years. We anticipate growth in each of these groups as we have provided intensive and focused professional development intended to serve these students. In order to implement the high level instructional practices and technology, planning time has been provided to maximize lesson design. By targeting direct support to classroom teachers through professional development, demonstration lessons, instructional rounds, and coaching, emphasizing closing the achievement gap and serving those students who need a more differentiated program, we will see greater teacher effectiveness and our unduplicated students will achieve at higher levels. Teachers will continue to enhance lessons, curriculum and assessments in appropriate ways to include the use of technology to meet the specific learning needs of students, while providing classroom supports to help these students achieve greater success. While our actions are intended to bridge the gap for our unduplicated students, given the effectiveness, we know all students will benefit and therefore they are implemented on an LEA wide basis. (Goal/Action 1.1, 1.2, 1.10, 1.11, 2.4, 4.5)

College and Career Readiness is important to DCJESD. We have increased Project Lead the Way (PLTW) courses at our middle schools over the course of 4 years. We have collaborated with the high school district in order to set up alignment and pathways to college and career courses that are offered at their school sites. We have gathered their input as a basis for the action. We have found that when enrollment in these courses is monitored and data is collected more of our unduplicated students have access and participate in these courses. The expectation is that having these aligned courses and experience will set our unduplicated students up for success as they enter high school. Currently, we have 763 unduplicated students enrolled in PLTW courses. However, because having access to college and career readiness is essential to academic success, the courses are offered on a school wide basis to all middle school students. (Goal/Action 1.6)

DCJESD is committed to providing the most effective program for English learners (EL), including an EL teacher at our sites with our highest EL populations. The EL teachers serve as an expert to help guide school staff in best practices and strategies to help our EL students meet proficiency. The EL teachers provide modeling, guidance and also co-teach with our general education staff to meet all EL student needs. GLAD training, recognized as a model reform program by the CDE, is part of our onboarding process in Dry Creek and provides content area instructional strategies to help our EL learners access their curriculum at higher levels. Parent and family classes are also offered throughout the district in order to establish bridges between school and home and to help our EL families participate in their child(ren)'s educational experience. As noted in the Engaging Educational Partners section, both parents and staff expressed the desire and importance of having these specific EL supports at all of our schools. The effectiveness of our approach shows in our data. This school year we were able to reclassify 21% of EL students as “fluent English proficient”. Looking at data over time, reclassified EL students exceed “All” students in meeting or exceeding standard on the CAASPP tests. While our expectation is that our EL students grow and progress to close achievement gaps, other struggling students and families will benefit from these actions and therefore, we will implement on an LEA wide basis. (Goal/Action 1.7, 1.8)

Over the last several years, we have focused efforts on integrating technology into our teaching and learning, while increasing access for students. With an increase to Library Media Techs, technology support services staff, and students have additional supports on each

campus, helping to eliminate barriers to access and learning that impact many of our unduplicated students. Over the last several years, our Technology Director has worked with an integration team to develop a grade level technology plan, and with the Educational Services Department to identify, purchase and train staff and students on the most effective technology platforms for teaching and learning. These platforms are evaluated by our TAC teachers and our certificated staff. Feedback is gathered and the most effective platforms are implemented. Chromebooks and digital access devices have also been purchased for students that require access outside of the school setting in response to feedback from our educational partners. We will continue to provide technology tools, resources, and access to our unduplicated students for use both in and out of the classroom, and we will implement on an LEA wide basis to support the access of all students. (Goal/Action 1.5)

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

Suspension data shows that for 2020-2021 “All” students vs. unduplicated, and subgroups show minimal differences. However, in years past the discrepancy was much larger and we will continue to address it as such. We believe data from the 2021-2022 school year will show a significant increase due to the nature of the more typical school schedule and revisiting of the behavioral expectations.

Overall - .4%

SWD - .9%

SED - 1.5%

EL - .5%

African American - 1.2%

Homeless - .8%

Foster Youth - 0%

Absenteeism among our unduplicated students is relatively high in comparison to our “overall” rating. We focus very heavily on absenteeism both daily and chronically. Our District has many supports and services in place to help our families and students engage in school and maximize learning time. Our efforts are described below in our actions.

#### Chronic Absenteeism

Overall - 7.9%

SWD - 13.4%

SED - 12.4%

EL - 6.1%

African American - 19.1%

Homeless 25%

Foster Youth - 26.1%

MTSS, is an evidence based approach and encompasses both Response to Intervention (RtI) and Positive Behavioral Intervention and Supports (PBIS), and systematically addresses support for all students. Because of the tiered level of 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. Within this system lies extended learning time for students, including during the school day, tiered interventions, before/after school groups, individual and group tutoring and summer session. These research-based systems are essential for the success of our students and focus heavily on our unduplicated students, however, given the effectiveness, they are offered LEA wide. (Goal/Action 1.3, 1.9, all of Goal 2)

We have found that many of our unduplicated students need additional social-emotional supports to fully engage at school. As a District, we will focus on building a positive school climate in order to engage students, increase attendance, and maximize learning time by reducing suspension rates. Screening for SEL services is done yearly and identified students are supported by multiple school specialists. In addition, evidence based Positive Behavioral Intervention and Supports (PBIS) and a focus on Restorative Practices have been implemented at all school sites. Additionally, we have increased counseling services and mental health therapy, giving our most at-risk students access to the much needed social-emotional and behavioral supports. Providing increased health services directly supports our unduplicated students who may have experienced the lack of medical care and follow up. Increasing health and psychology services to support the social, physical, and mental health needs of our at-risk students will better enable these students to access learning and experience success in school. We expect that the attendance rate for our unduplicated student groups will increase significantly more than the attendance rate of all other students as



our programs are designed to meet the needs of students most associated with the barriers to attendance. Furthermore, we anticipate our unduplicated students will experience more learning time and have higher engagement, as a direct result of lower suspension rates. While our intent is to provide these services specific to the needs of our unduplicated students, we know the systems in place benefit all students and will provide them on an LEA wide basis. (Goal/Action 2.1, 2.2, 2.3, 2.5, 2.6, 2.7)

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

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

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

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

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

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

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students		
Staff-to-student ratio of certificated staff providing direct services to students		

## 2022-23 Total Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$45,184,447.00	\$5,585,428.00	\$2,268,607.00	\$2,707,119.00	\$55,745,601.00	\$47,172,373.00	\$8,573,228.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.1	Professional Learning	English Learners Foster Youth Low Income	\$234,161.00				\$234,161.00
1	1.2	Curriculum and Assessment Teams	English Learners Foster Youth Low Income	\$25,623.00				\$25,623.00
1	1.3	Increased Time to Learn	English Learners Foster Youth Low Income	\$114,015.00				\$114,015.00
1	1.4	Transitional Kindergarten	All		\$6,000.00			\$6,000.00
1	1.5	Technology Access and Integration	English Learners Foster Youth Low Income	\$308,010.00				\$308,010.00
1	1.6	College and Career Readiness	English Learners Foster Youth Low Income	\$3,053.00				\$3,053.00
1	1.7	English Learner Supports and Services	English Learners	\$1,040,640.00				\$1,040,640.00
1	1.8	Foster Youth & Homeless Supports and Services	Foster Youth	\$81,852.00				\$81,852.00
1	1.9	Multi-tiered System of Supports - Academic	English Learners Foster Youth Low Income	\$142,336.00				\$142,336.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.10	Highly Qualified Staff	English Learners Foster Youth Low Income	\$17,809.00				\$17,809.00
1	1.11	Instructional Planning	English Learners Foster Youth Low Income	\$372,271.00				\$372,271.00
1	1.12	Educational Equity	English Learners Foster Youth Low Income	\$2,088.00				\$2,088.00
1	1.13	Items from Goal 1, Actions 1-12 that are "not contributing"	All	\$405,853.00	\$4,035,994.00		\$191,121.00	\$4,632,968.00
2	2.1	Positive Behavior Intervention & Supports (PBIS)	English Learners Foster Youth Low Income	\$14,616.00				\$14,616.00
2	2.2	Restorative Practices	English Learners Foster Youth Low Income	\$2,500.00				\$2,500.00
2	2.3	Attendance Supports and Services	English Learners Foster Youth Low Income	\$3,132.00				\$3,132.00
2	2.4	Social-Emotional Learning (SEL) Professional Learning	English Learners Foster Youth Low Income	\$4,975.00				\$4,975.00
2	2.5	School-Based Mental Health	English Learners Foster Youth Low Income	\$23,734.00				\$23,734.00
2	2.6	School Counseling	English Learners Foster Youth Low Income	\$488,919.00				\$488,919.00
2	2.7	Increased Support Services and Staffing	English Learners Foster Youth Low Income	\$380,419.00				\$380,419.00
2	2.8	School Climate Student Survey	English Learners Foster Youth Low Income	\$14,724.00				\$14,724.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
2	2.9	Social-Emotional Learning Student Screener	All	\$1,000.00				\$1,000.00
2	2.10	Items from Goal 2, Actions 1-9 that are "not contributing"	All	\$564,109.00	\$1,189,165.00	\$7,000.00	\$1,206,067.00	\$2,966,341.00
3	3.1	Engagement Opportunities	English Learners Foster Youth Low Income	\$3,477.00				\$3,477.00
3	3.2	Communication and Input	English Learners Foster Youth Low Income	\$32,767.00				\$32,767.00
3	3.3	English Learner Family Supports and Services	English Learners	\$26,395.00				\$26,395.00
3	3.4	Parent Education	English Learners Foster Youth Low Income	\$9,919.00				\$9,919.00
3	3.5	Items from Goal 3, Actions 1-4 that are "not contributing"	All	\$2,760.00				\$2,760.00
4	4.1	Instructional Materials	All	\$10,000.00	\$256,843.00			\$266,843.00
4	4.2	Class Size Target Ratios	English Learners Foster Youth Low Income	\$1,898,320.00				\$1,898,320.00
4	4.3	Minimize Kindergarten/First Grade Combination Classes	English Learners Foster Youth Low Income	\$312,090.00				\$312,090.00
4	4.4	Safe and Orderly Facilities	All	\$4,675,913.00	\$97,426.00	\$2,261,607.00	\$850,718.00	\$7,885,664.00
4	4.5	Appropriately Assigned Staff	English Learners Foster Youth Low Income	\$3,084.00				\$3,084.00
4	4.6	Items from Goal 4, Actions 1 - 6 that are "not contributing"	All	\$33,963,883.00			\$459,213.00	\$34,423,096.00

## 2022-23 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
60,426,149	5,300,348	8.77%	0.00%	8.77%	\$5,560,929.00	0.00%	9.20 %	<b>Total:</b>	\$5,560,929.00
								<b>LEA-wide Total:</b>	\$5,245,786.00
								<b>Limited Total:</b>	\$0.00
								<b>Schoolwide Total:</b>	\$315,143.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.1	Professional Learning	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$234,161.00	
1	1.2	Curriculum and Assessment Teams	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$25,623.00	
1	1.3	Increased Time to Learn	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$114,015.00	
1	1.5	Technology Access and Integration	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$308,010.00	
1	1.6	College and Career Readiness	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Antelope Crossing, Silverado, Creekview Ranch, Connections 6-8	\$3,053.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.7	English Learner Supports and Services	Yes	LEA-wide	English Learners	All Schools	\$1,040,640.00	
1	1.8	Foster Youth & Homeless Supports and Services	Yes	LEA-wide	Foster Youth	All Schools	\$81,852.00	
1	1.9	Multi-tiered System of Supports - Academic	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$142,336.00	
1	1.10	Highly Qualified Staff	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$17,809.00	
1	1.11	Instructional Planning	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Heritage Oak, Antelope Meadows, Quail Glen, Olive Gove, Coyote Ridge, Barrett Ranch, Creekview Ranch 1-3	\$372,271.00	
1	1.12	Educational Equity	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$2,088.00	
2	2.1	Positive Behavior Intervention & Supports (PBIS)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$14,616.00	
2	2.2	Restorative Practices	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$2,500.00	
2	2.3	Attendance Supports and Services	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$3,132.00	
2	2.4	Social-Emotional Learning (SEL) Professional Learning	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$4,975.00	
2	2.5	School-Based Mental Health	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$23,734.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
2	2.6	School Counseling	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$488,919.00	
2	2.7	Increased Support Services and Staffing	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$380,419.00	
2	2.8	School Climate Student Survey	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$14,724.00	
3	3.1	Engagement Opportunities	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$3,477.00	
3	3.2	Communication and Input	Yes	LEA-wide	English Learners Foster Youth Low Income		\$32,767.00	
3	3.3	English Learner Family Supports and Services	Yes	LEA-wide	English Learners	All Schools	\$26,395.00	
3	3.4	Parent Education	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$9,919.00	
4	4.2	Class Size Target Ratios	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,898,320.00	
4	4.3	Minimize Kindergarten/First Grade Combination Classes	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools Specific Schools: Heritage Oak, Antelope Meadows, Quail Glen, Olive Grove, Coyote Ridge, Barrett Ranch, Creekview Ranch, Connections	\$312,090.00	
4	4.5	Appropriately Assigned Staff	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$3,084.00	



## 2021-22 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$46,458,929.00	\$50,612,015.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.1	Professional Learning	Yes	\$469,184.00	442,281
1	1.2	Curriculum and Assessment Teams	Yes	\$36,735.00	40,245
1	1.3	Increased Time to Learn	Yes	\$101,229.00	155,779
1	1.4	Transitional Kindergarten	No	\$6,000.00	9,000
1	1.5	Technology Access and Integration	Yes	\$194,962.00	311,972
1	1.6	College and Career Readiness	Yes	\$21,292.00	7,089
1	1.7	English Learner Supports and Services	Yes	\$885,097.00	903,831
1	1.8	Foster Youth & Homeless Supports and Services	Yes	\$70,521.00	79,255
1	1.9	Multi-tiered System of Supports - Academic	Yes	\$118,419.00	98,090
1	1.10	Highly Qualified Staff	Yes	\$17,059.00	19,238

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.11	Instructional Planning	Yes	\$304,678.00	315,013
1	1.12	Equity	Yes	\$19,633.00	905
1	1.13	Items from Goal 1, Actions 1-12 that are "not contributing"	No	\$3,353,605.00	2,656,701
2	2.1	Positive Behavior Intervention & Supports (PBIS)	Yes	\$7,740.00	3,529
2	2.2	Restorative Practices	Yes	\$5,000.00	65
2	2.3	Attendance Supports and Services	Yes	\$18,000.00	575
2	2.4	Social-Emotional Learning (SEL) Professional Learning	Yes	\$10,000.00	500
2	2.5	School-Based Mental Health	Yes	\$253,994.00	271,793
2	2.6	School Counseling	Yes	\$378,573.00	403,647
2	2.7	Increased Support Services and Staffing	Yes	\$307,966.00	308,726
2	2.8	School Climate Student Survey	Yes	\$14,105.00	9,881
2	2.9	Social-Emotional Learning Student Screener	Yes	\$20,000.00	0

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.10	Items from Goal 2, Actions 1-9 that are "not contributing"	No	\$2,992,900.00	4,077,698
3	3.1	Engagement Opportunities	Yes	\$1,500.00	725
3	3.2	Communication and Input	Yes	\$33,217.00	31,076
3	3.3	English Learner Family Supports and Services	Yes	\$36,939.00	31,846
3	3.4	Parent Education	Yes	\$8,037.00	6,150
3	3.5	Items from Goal 3, Actions 1-4 that are "not contributing"	No	\$2,760.00	0
4	4.1	Instructional Materials	No	\$294,509.00	665,026
4	4.2	Class Size Target Ratios	Yes	\$1,596,459.00	1,642,519
4	4.3	Minimize Kindergarten/First Grade Combination Classes	Yes	\$265,249.00	271,439
4	4.4	Safe and Orderly Facilities	No	\$5,109,713.00	7,850,608
4	4.5	Appropriately Assigned Staff	Yes	\$2,955.00	3,682
4	4.6	Support of increased/improved services	Yes	\$151,389.00	149,379
4	4.7	Items from Goal 4, Actions 1 - 6 that are "not contributing"	No	\$29,349,510.00	29,843,752



## 2021-22 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
5,011,945	\$5,114,932.00	\$5,238,230.00	(\$123,298.00)	0.00%	0.00%	0.00%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1	Professional Learning	Yes	\$469,184.00	442,281		
1	1.2	Curriculum and Assessment Teams	Yes	\$36,735.00	40,245		
1	1.3	Increased Time to Learn	Yes	\$101,229.00	155,779		
1	1.5	Technology Access and Integration	Yes	\$194,962.00	311,972		
1	1.6	College and Career Readiness	Yes	\$21,292.00	7,089		
1	1.7	English Learner Supports and Services	Yes	\$885,097.00	903,831		
1	1.8	Foster Youth & Homeless Supports and Services	Yes	\$70,521.00	79,255		
1	1.9	Multi-tiered System of Supports - Academic	Yes	\$118,419.00	98,090		
1	1.10	Highly Qualified Staff	Yes	\$17,059.00	19,238		
1	1.11	Instructional Planning	Yes	\$304,678.00	315,013		
1	1.12	Equity	Yes	\$19,633.00	905		
2	2.1	Positive Behavior Intervention & Supports (PBIS)	Yes	\$7,740.00	3,529		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
2	2.2	Restorative Practices	Yes	\$5,000.00	65		
2	2.3	Attendance Supports and Services	Yes	\$18,000.00	575		
2	2.4	Social-Emotional Learning (SEL) Professional Learning	Yes	\$10,000.00	500		
2	2.5	School-Based Mental Health	Yes	\$18,994.00	793		
2	2.6	School Counseling	Yes	\$378,573.00	403,647		
2	2.7	Increased Support Services and Staffing	Yes	\$307,966.00	308,726		
2	2.8	School Climate Student Survey	Yes	\$14,105.00	9,881		
2	2.9	Social-Emotional Learning Student Screener	Yes	\$20,000.00	0		
3	3.1	Engagement Opportunities	Yes	\$1,500.00	725		
3	3.2	Communication and Input	Yes	\$33,217.00	31,076		
3	3.3	English Learner Family Supports and Services	Yes	\$36,939.00	31,846		
3	3.4	Parent Education	Yes	\$8,037.00	6,150		
4	4.2	Class Size Target Ratios	Yes	\$1,596,459.00	1,642,519		
4	4.3	Minimize Kindergarten/First Grade Combination Classes	Yes	\$265,249.00	271,439		
4	4.5	Appropriately Assigned Staff	Yes	\$2,955.00	3,682		
4	4.6	Support of increased/improved services	Yes	\$151,389.00	149,379		

## 2021-22 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
55,136,911	5,011,945	0	9.09%	\$5,238,230.00	0.00%	9.50%	\$0.00	0.00%

# Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

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

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

## Introduction and Instructions

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

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

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning (California *Education Code* [EC] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (EC Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because aspects of the LCAP template require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
  - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC Section 52064[b][4-6]).
  - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC sections 52064[b][1] and [2]).
  - Annually reviewing and updating the LCAP to reflect progress toward the goals (EC Section 52064[b][7]).



The LCAP template, like each LEA’s final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which should: (a) reflect comprehensive strategic planning (b) through meaningful engagement with educational partners that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a tool for engaging educational partners.

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

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

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

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

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

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

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

## Plan Summary

### Purpose

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

## Requirements and Instructions

**General Information** – Briefly describe the LEA, its schools, and its students in grades TK–12, as applicable to the LEA. For example, information about an LEA in terms of geography, enrollment, or employment, the number and size of specific schools, recent community challenges, and other such information as an LEA wishes to include can enable a reader to more fully understand an LEA's LCAP.

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

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

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

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

- **Schools Identified:** Identify the schools within the LEA that have been identified for CSI.
- **Support for Identified Schools:** Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.
- **Monitoring and Evaluating Effectiveness:** Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

## Engaging Educational Partners

## Purpose

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

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

Statute and regulations specify the educational partners that school districts and COEs must consult when developing the LCAP: teachers, principals, administrators, other school personnel, local bargaining units of the LEA, parents, and students. Before adopting the LCAP, school districts and COEs must share it with the Parent Advisory Committee and, if applicable, to its English Learner Parent Advisory Committee. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP.

Statute requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and students in developing the LCAP. The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals and actions.

Information and resources that support effective engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the following web page of the CDE's website: <https://www.cde.ca.gov/re/lc/>.

## Requirements and Instructions

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

### **Local Control and Accountability Plan:**

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

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

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

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

Describe the engagement process used by the LEA to involve educational partners in the development of the LCAP, including, at a minimum, describing how the LEA met its obligation to consult with all statutorily required educational partners as applicable to the type of LEA. A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA’s philosophical approach to engaging its educational partners.

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

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

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

A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. The response must describe aspects of the LCAP that were influenced by or developed in response to the educational partner feedback described in response to Prompt 2. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP. For the purposes of this prompt, “aspects” of an LCAP that may have been influenced by educational partner input can include, but are not necessarily limited to:

- Inclusion of a goal or decision to pursue a Focus Goal (as described below)
- Inclusion of metrics other than the statutorily required metrics
- Determination of the desired outcome on one or more metrics
- Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
- Inclusion of action(s) or a group of actions
- Elimination of action(s) or group of actions
- Changes to the level of proposed expenditures for one or more actions

- Inclusion of action(s) as contributing to increased or improved services for unduplicated services
- Determination of effectiveness of the specific actions to achieve the goal
- Determination of material differences in expenditures
- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination of challenges or successes in the implementation of actions

## Goals and Actions

### Purpose

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

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

### Requirements and Instructions

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

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

- **Focus Goal:** A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
- **Broad Goal:** A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- **Maintenance of Progress Goal:** A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

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

### **Focus Goal(s)**

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

**Explanation of why the LEA has developed this goal:** Explain why the LEA has chosen to prioritize this goal. An explanation must be based on Dashboard data or other locally collected data. LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners. LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

### **Broad Goal**

**Goal Description:** Describe what the LEA plans to achieve through the actions included in the goal. The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal. The goal description organizes the actions and expected outcomes in a cohesive and consistent manner. A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

**Explanation of why the LEA has developed this goal:** Explain why the LEA developed this goal and how the actions and metrics grouped together will help achieve the goal.

### **Maintenance of Progress Goal**

**Goal Description:** Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP. Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP. The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with educational partners, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

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

### **Required Goals**

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

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

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

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

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

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

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

### **Measuring and Reporting Results:**

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes. LEAs are encouraged to identify metrics for specific student groups, as appropriate, including expected outcomes that would reflect narrowing of any existing performance gaps.

Include in the baseline column the most recent data associated with this metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2019 Dashboard for the baseline of a metric only if that data represents the most recent available (e.g., high school graduation rate).

Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS. Because final 2020–21 outcomes on some metrics may not be computable at the time the 2021–24 LCAP is adopted (e.g., graduation rate, suspension rate), the most recent data available may include a point in time calculation taken each year on the same date for comparability purposes.

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

Complete the table as follows:

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

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



Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023–24)
Enter information in this box when completing the LCAP for <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> or when adding a new metric.

The metrics may be quantitative or qualitative; but at minimum, an LEA’s LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant self-reflection tool for local indicators within the Dashboard.

**Actions:** Enter the action number. Provide a short title for the action. This title will also appear in the action tables. Provide a description of the action. Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the summary tables. Indicate whether the action contributes to meeting the increase or improved services requirement as described in the Increased or Improved Services section using a “Y” for Yes or an “N” for No. (**Note:** for each such action offered on an LEA-wide or schoolwide basis, the LEA will need to provide additional information in the Increased or Improved Summary Section to address the requirements in *California Code of Regulations*, Title 5 [5 CCR] Section 15496(b) in the Increased or Improved Services Section of the LCAP).

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

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

## Goal Analysis:

Enter the LCAP Year.

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

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.
- Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal. When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

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

### Purpose

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

### Requirements and Instructions

***Projected LCFF Supplemental and/or Concentration Grants:*** Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of low income, foster youth, and English learner students.

**Projected Additional LCFF Concentration Grant (15 percent):** Specify the amount of additional LCFF concentration grant add-on funding, as described in EC Section 42238.02, that the LEA estimates it will receive in the coming year.

**Projected Percentage to Increase or Improve Services for the Coming School Year:** Specify the estimated percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 CCR Section 15496(a)(7).

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

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

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

#### **Required Descriptions:**

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

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

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

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

As such, the response provided in this section may rely on a needs assessment of unduplicated students.

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

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

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

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

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

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

## **For School Districts Only:**

### **Actions Provided on an LEA-Wide Basis:**

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

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

### **Actions Provided on a Schoolwide Basis:**

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

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

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

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

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

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

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

## Action Tables

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

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

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)

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

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2022–23 LCAP, 2022–23 will be the coming LCAP Year and 2021–22 will be the current LCAP Year.

## Data Entry Table

The Data Entry Table may be included in the LCAP as adopted by the local governing board or governing body, but is not required to be included. In the Data Entry Table, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year:** Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant:** Provide the total amount of LCFF funding the LEA estimates it will receive for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 CCR Section 15496(a)(8).

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

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

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

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



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

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

## Contributing Actions Table

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

## Annual Update Table

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

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

## Contributing Actions Annual Update Table

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

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

## LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant:** Provide the total amount of LCFF funding the LEA estimates it will receive for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 CCR Section 15496(a)(8).

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

## Calculations in the Action Tables

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

### Contributing Actions Table

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

### Contributing Actions Annual Update Table

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

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

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

### **LCFF Carryover Table**

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

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

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

California Department of Education  
January 2022



## 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:

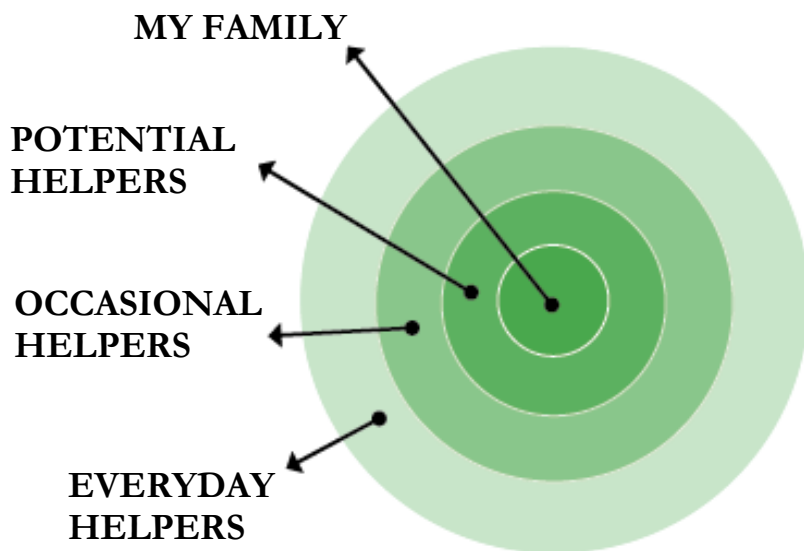
1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

*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.



2021 - 2022 ACADEMIC CALENDAR

## JULY 2021

Sun	Mon	Tue	Wed	Thu	Fri	Sat
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

## AUGUST 2021

Sun	Mon	Tue	Wed	Thu	Fri	Sat
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

## SEPTEMBER 2021

Sun	Mon	Tue	Wed	Thu	Fri	Sat
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

## OCTOBER 2021

Sun	Mon	Tue	Wed	Thu	Fri	Sat
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

## NOVEMBER 2021

Sun	Mon	Tue	Wed	Thu	Fri	Sat
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

## DECEMBER 2021

Sun	Mon	Tue	Wed	Thu	Fri	Sat
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

## JANUARY 2022

Sun	Mon	Tue	Wed	Thu	Fri	Sat
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

## FEBRUARY 2022

Sun	Mon	Tue	Wed	Thu	Fri	Sat
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28					

## MARCH 2022

Sun	Mon	Tue	Wed	Thu	Fri	Sat
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

## APRIL 2022

Sun	Mon	Tue	Wed	Thu	Fri	Sat
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

## MAY 2022

Sun	Mon	Tue	Wed	Thu	Fri	Sat
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

## JUNE 2022

Sun	Mon	Tue	Wed	Thu	Fri	Sat
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		



**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: CBT; DBT; Mindfulness; Narrative therapy; Motivational Interviewing; Solution Focused; Strength Based/Client Centered; Interpersonal Psychotherapy; Sand Tray/Play Therapy; Behavioral</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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<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>	<b>TIER 3: Intensive</b> <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>	<b>TIER 2: STRATEGIC</b> <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> <li>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.</li> </ul>	<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>	<b>TIER 1: Universal</b> <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>