

LCFF Budget Overview for Parents

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

CDS Code: 31-66803

School Year: 2026-27

LEA contact information:

Sara Wegner, Assistant Superintendent

Kristina Blandford, CBO

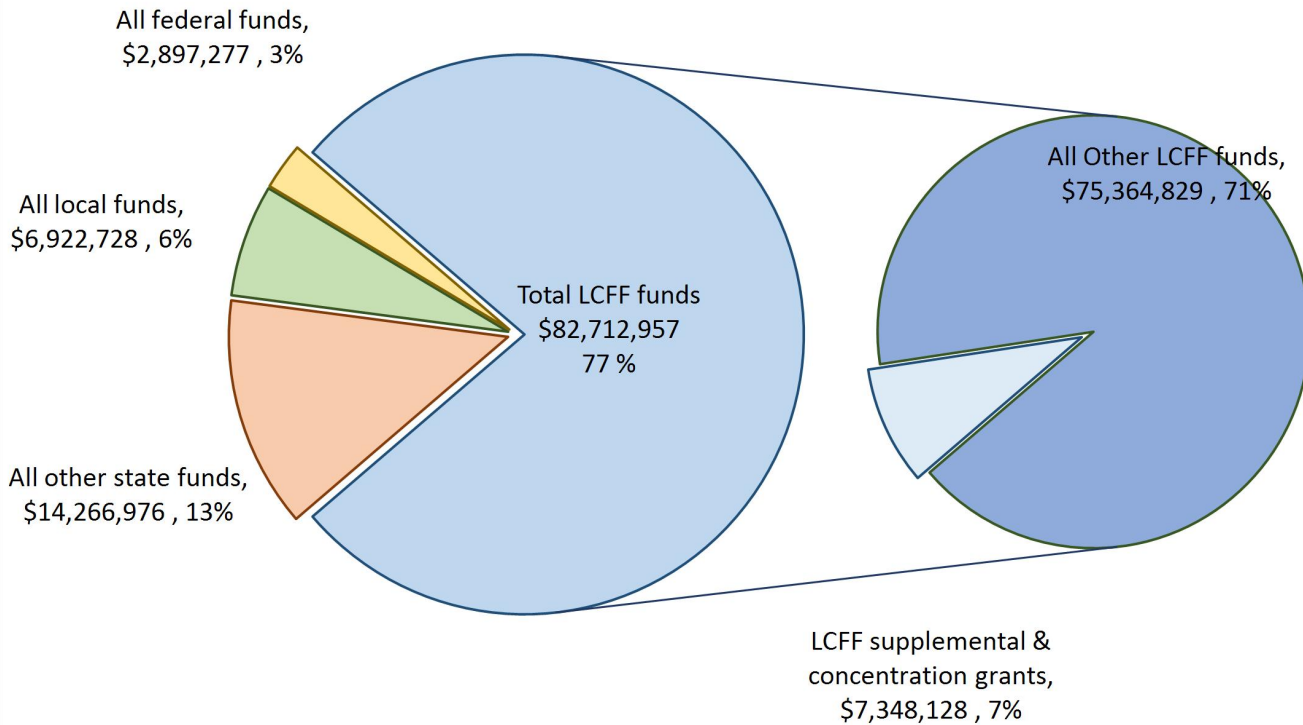
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School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

Budget Overview for the 2026-27 School Year

Projected Revenue by Fund Source



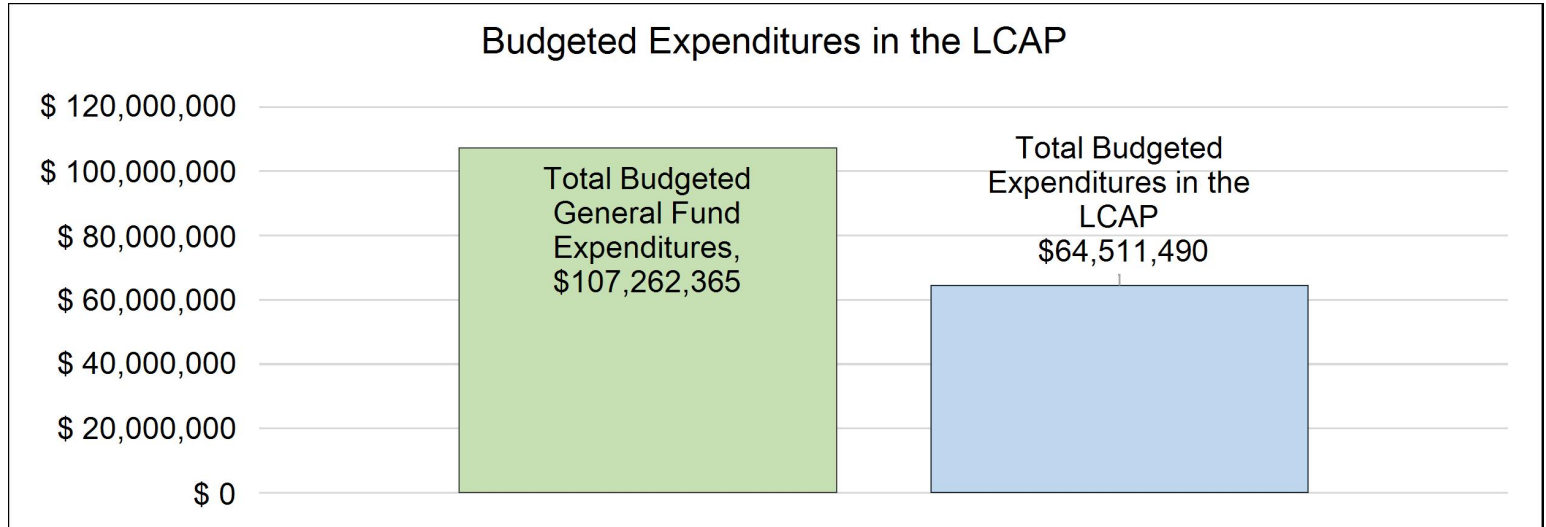
This chart shows the total general purpose revenue Dry Creek Joint Elementary School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Dry Creek Joint Elementary School District is \$106,799,938, of which \$82,712,957 is Local Control Funding Formula (LCFF), \$14,266,976 is other state funds, \$6,922,728 is local funds, and \$2,897,277 is federal funds. Of the \$82,712,957 in LCFF

Funds, \$7,348,128 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 2026-27. It shows how much of the total is tied to planned actions and services in the LCAP.

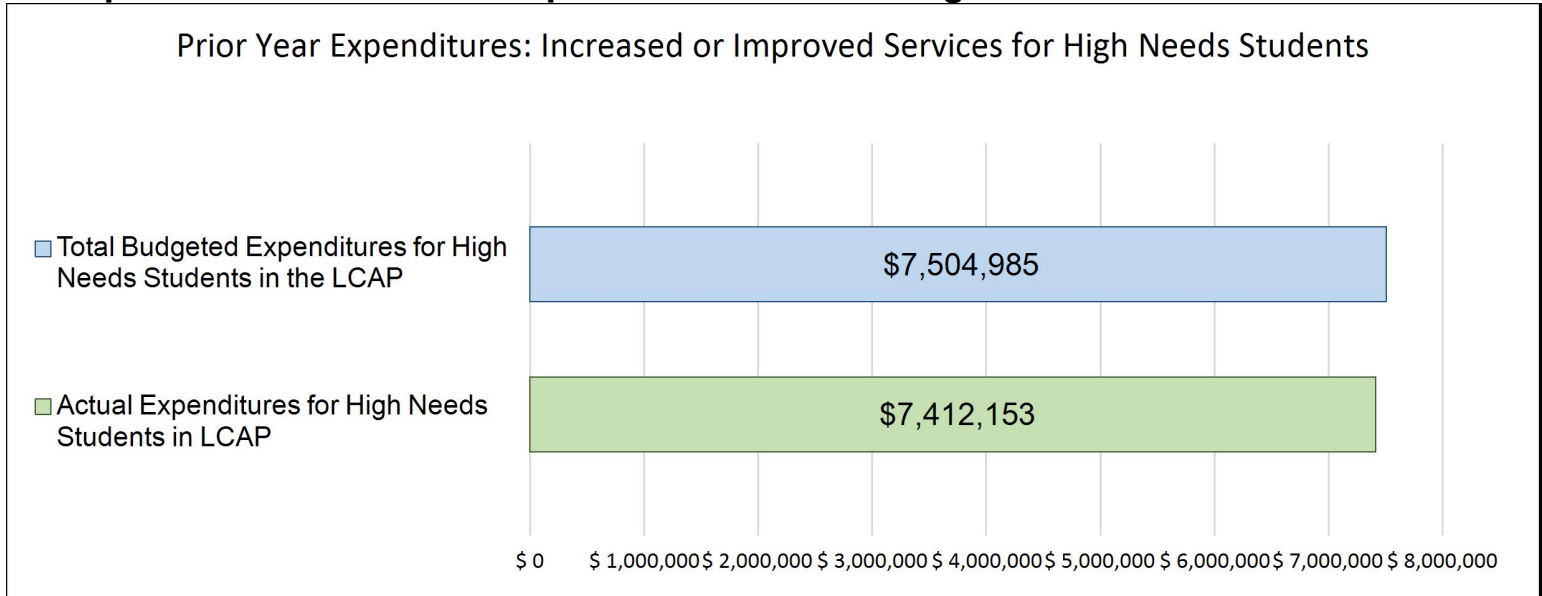
The text description of the above chart is as follows: Dry Creek Joint Elementary School District plans to spend \$107,262,365 for the 2026-27 school year. Of that amount, \$64,511,490 is tied to actions/services in the LCAP and \$42,750,875 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

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

In 2026-27, Dry Creek Joint Elementary School District is projecting it will receive \$7,348,128 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 \$7,797,831. towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2025-26



This chart compares what 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 2025-26, Dry Creek Joint Elementary School District's LCAP budgeted \$7,504,985 for planned actions to increase or improve services for high needs students. Dry Creek Joint Elementary School District actually spent \$7,412,153 for actions to increase or improve services for high needs students in 2025-26.

The difference between the budgeted and actual expenditures of \$92,832 had the following impact on Dry Creek Joint Elementary School District's ability to increase or improve services for high needs students:

This difference caused no impact on the actions, services or overall increase or improved services. There were cost savings related to vacancies, software pricing that came in lower than budgeted and there are a few sites with carryover funds. These funds will be carried over to 2026-27 and rolled into the plan.

Local Control and Accountability Plan

The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Dry Creek Joint Elementary School District	Sara Wegner, Assistant Superintendent Kristina Blandford, CBO	swegner@dcjesd.us/kblandford@dcjesd.us (916) 770-8800

Plan Summary [2026-27]

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA. LEAs may also provide information about their strategic plan, vision, etc.

Welcome to the Dry Creek Joint Elementary School District (DCJESD), where our rich tradition of excellence spans back to 1876. With a steadfast commitment to quality programs, exemplary instruction, and comprehensive support services, our district stands as a beacon of educational achievement. Our motto, "Excellence in Education Since 1876," encapsulates not only our enduring dedication but also the vibrant involvement of the communities we proudly serve.

At DCJESD, we cultivate a safe and stimulating learning environment for all our students, nurturing their potential to achieve academic excellence. Our team of highly qualified educators delivers a rigorous, standards-aligned curriculum from Transitional Kindergarten through 8th grade. By integrating cutting-edge technology to enhance learning experiences, we foster a culture of innovation, creativity, and exploration, equipping our students with the skills they need for success in college, careers, and beyond.

Spanning the communities of Antelope, Dry Creek, and Roseville, our district embraces diversity as one of its greatest strengths. With 6,898 students enrolled across our six TK-5 elementary schools, TK-8 school, and two 6-8 middle schools, we offer a range of educational options tailored to meet the diverse needs of our student body.

Many of our students possess the invaluable gift of bilingualism, with 1961 students—29% of our population—speaking languages other than English. In fact, our district boasts a remarkable diversity, with students representing fifty-two different languages. Additionally, we are

dedicated to supporting students facing socio-economic challenges, with 3,220 students receiving free or reduced meals, twenty-six Foster Youth, and one hundred forty-two Homeless students.

Moreover, we are deeply committed to addressing the needs of our English Learners (EL), Foster Youth (FY), and Socio-economically disadvantaged (SED) students, who comprise 50% of our total population. Through our Local Control and Accountability Plan (LCAP), we align our goals with state and district priorities, conducting thorough analyses of student achievement data and parental feedback to drive continuous improvement.

As a district deeply rooted in our community's history, DCJESD cherishes the generations of families that have entrusted us with their children's education. We honor their unwavering dedication and collaborative spirit in refining and implementing the best educational programs to ensure the success of every student who walks through our doors.

Reflections: Annual Performance

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

ACADEMICS:

A review of the 2025 Dashboard Academic Indicator data and Spring 2025 local CAASPP ELA measures shows evidence of growth in several student groups while also highlighting persistent achievement gaps among historically underserved populations. In ELA, All Students improved by +2.8 points on the California Dashboard, moving to a Distance from Standard (DFS) of +7.9 and maintaining a Medium performance level. English Learners (ELs) demonstrated significant growth, increasing by +13 points to -20.7 DFS, while Reclassified Fluent English Proficient (RFEP) students improved substantially by +15.6 points to +39.9 DFS. Additional gains were observed among Socioeconomically Disadvantaged (SED) students (+8.8), Students with Disabilities (SWD) (+4.3), Hispanic students (+6.7), American Indian/Alaskan Native students (+15.4), and students identifying with Two or More Races (+6.5). However, several groups experienced declines or continued low performance, including Native Hawaiian/Pacific Islander students (-16.6), Filipino students (-13.5), and African American students (-0.5), all of whom remained in the Low performance category.

Spring 2025 CAASPP ELA local measures further confirm these trends and provide additional context regarding subgroup performance and achievement gaps. Overall ELA proficiency for All Students was 54.25%, with strong grade-level performance in 5th grade (57.13%) and 7th grade (58.84%). However, substantial gaps remain among student groups. English Learners demonstrated the largest achievement gap, with only 16.47% meeting or exceeding standards, significantly below the district average. Students with Disabilities also continued to perform well below standard, with 20.38% proficiency, while Homeless students scored 25.25%, reflecting ongoing barriers to academic success and consistent access to instruction. Socioeconomically Disadvantaged students performed at 45.58%, nearly nine percentage points below the overall district rate, indicating continued disparities in literacy achievement. African American students scored 41.46%, also below the overall district performance. In contrast, RFEP students demonstrated strong outcomes with 74.49% meeting or exceeding standards, significantly outperforming all other student groups and illustrating the long-term academic benefits associated with successful language acquisition and reclassification supports.

While the district is seeing positive growth trends across several Dashboard indicators, the local CAASPP data highlights persistent and significant achievement gaps for EL, SED, SWD, and Homeless student groups. These findings underscore the continued need for targeted

and differentiated supports, including expanded designated and integrated ELD instruction, evidence-based literacy interventions, inclusive instructional practices, co-teaching models, and professional learning focused on reading comprehension, academic vocabulary development, and writing across content areas. Continued emphasis on early literacy, intervention systems, and progress monitoring will be critical to accelerating achievement and closing opportunity gaps for the district's most impacted student populations (Goal 1/Actions 1-8). A review of the 2024 Dashboard Academic Indicator data and Spring 2025 local CAASPP Math measures reflects both areas of growth and continued challenges across student groups. Overall Math performance for All Students remained relatively stable on the California Dashboard, with a slight decline of -1.1 points to a Distance from Standard (DFS) of -15.8 while maintaining a Medium performance level. Several student groups demonstrated positive growth, including English Learners (ELs), who improved by +5.7 points, Long-Term English Learners (LTELs) (+11.9), Reclassified Fluent English Proficient (RFEP) students (+9), Filipino students (+6), and White students (+0.9). RFEP and Filipino student groups maintained High performance levels, indicating strong outcomes and continued academic progress. However, many student groups continue to perform significantly below standard and experienced declines, including Homeless students (-9.7), Students with Disabilities (SWD) (-10.3), African American students (-7.5), American Indian/Alaskan Native students (-38.4), Asian students (-8.1), and Native Hawaiian/Pacific Islander students (-8.1). Students with Disabilities remain the most impacted subgroup at -102 DFS with a Very Low performance level, while Socioeconomically Disadvantaged (SED) students maintained a Low level despite slight growth (+1.3).

Spring 2025 local CAASPP Math measures further confirm these trends and highlight persistent achievement gaps among several student groups. Overall, math proficiency for All Students was 45.32%, with the strongest grade-level performance occurring in 4th grade (53.27%) and 3rd grade (50.48%). However, proficiency rates declined in upper grades, particularly in 7th grade (40.83%) and 6th grade (41.28%), indicating continued challenges with grade-level mathematical concepts and procedural fluency as students progress through the system. English Learners demonstrated significant academic need, with only 17.21% meeting or exceeding standards. Long-Term English Learners (LTELs) experienced the lowest proficiency rate among all reported groups at just 9.52%, highlighting substantial gaps in both language acquisition and mathematical understanding. Students with Disabilities also continue to perform well below standard at 14.65% proficiency, while Homeless students scored 18.92%, reflecting ongoing barriers related to instructional consistency and access to supports. Socioeconomically Disadvantaged students performed at 35.86%, nearly 10 percentage points below the district average, and African American students scored 31.10%, also significantly below the district average. In contrast, RFEP students demonstrated strong outcomes with 56.57% meeting or exceeding standards, substantially outperforming other multilingual learner groups and illustrating the positive long-term impact of successful language development and reclassification support systems.

While Dashboard indicators show improvement for several student groups, the local CAASPP Math data demonstrates that substantial achievement gaps persist for EL, LTEL, SED, SWD, Homeless, and African American students. These findings underscore the continued need for targeted intervention and differentiated instructional supports, including strengthened designated and integrated academic language development, math intervention systems, standards-aligned instructional coaching, co-teaching, and inclusive instructional practices, and professional learning focused on conceptual mathematics instruction and problem-solving strategies. Continued emphasis on data-driven instruction, progress monitoring, and equitable access to rigorous grade-level mathematics will be essential to accelerating achievement and narrowing opportunity gaps for the district's most impacted student populations (Goal 1/Actions 1-8).

English Language Proficiency Indicator:

The 2025 California School Dashboard English Learner Progress Indicator demonstrates strong growth and positive outcomes for both English Learner (EL) students and Long-Term English Learners (LTELs). Overall, 63% of English Learner students made progress toward

English language proficiency, reflecting an increase of +4.5 percentage points and resulting in a High performance level. Long-Term English Learners demonstrated even greater improvement, with 66.7% making progress toward proficiency, an increase of +8.5 percentage points, placing this student group in the Very High performance category. These results indicate that districtwide systems and targeted language development supports are having a positive impact on students' language acquisition and academic growth (Goal 1/Actions 1,2,5,7,8). Several district practices have contributed to these gains in English language proficiency. Schools have continued to strengthen both integrated and designated English Language Development (ELD) instruction to ensure students receive daily opportunities to develop academic language across all content areas and receive targeted language instruction based on proficiency level. Teachers have implemented GLAD (Guided Language Acquisition Design) strategies to support vocabulary development, structured academic conversations, reading comprehension, and writing across grade levels. Additional supports for Long-Term English Learners, including academic support groups, progress monitoring, and targeted intervention opportunities, have helped address persistent language gaps and promote reclassification readiness. At the middle school level, intentional ELD course design and focused language instruction have provided students with greater access to grade-level content while simultaneously developing English proficiency. The district has also expanded supports and services for newcomer students and families, including orientation processes, translation and interpretation services, family engagement opportunities, and individualized academic and social-emotional supports to ensure successful transitions into the school system. Collectively, these efforts reflect the district's ongoing commitment to accelerating language acquisition, increasing academic access, and improving long-term outcomes for multilingual learners.

Suspension Indicator:

A review of the 2025 Suspension Rate Dashboard data shows mixed outcomes across student groups: some groups show improvement as suspension rates decline, while others continue to experience disproportionately high rates. Overall, the suspension rate for All Students remained relatively stable at 2.6%, maintaining a Medium performance level. Student groups showing improvement included Socioeconomically Disadvantaged (SED) students, whose rate decreased slightly by -0.1 to 3.1%, Hispanic students, whose rate declined by -0.3 to 2.5%, Asian students, who decreased by -0.4 to 1.6%, and American Indian/Alaskan Native students, who demonstrated the largest decline at -7.1, resulting in a suspension rate of 0%. These decreases suggest that districtwide behavioral supports, restorative practices, and intervention systems are positively impacting outcomes for some student groups.

However, several student groups maintained or experienced increases in suspension rates and continue to demonstrate significant disproportionality when compared to the overall district rate of 2.6%. Students with Disabilities (SWD) increased by +0.6 to 5.7%, more than double the rate of All Students, and remained in the High performance category. African American students increased by +1.5 to 7.7%, nearly three times the district average, and remained in the Very High category. Homeless students increased substantially by +3.5 to 7.1%, while Foster Youth demonstrated the highest suspension rate at 17.9%, dramatically exceeding all other student groups and remaining in the Very High category. Long-Term English Learners (LTELs) also experienced an increase to 7.2%, placing them in the Very High category. Additional increases were observed among Filipino students (+1.9), White students (+0.3), and students identifying with Two or More Races (+0.3).

The data highlights persistent discipline disparities among historically underserved student groups, particularly Foster Youth, Homeless students, African American students, Long-Term English Learners, and Students with Disabilities. While Hispanic students demonstrated improvement and now perform slightly below the district average, SED students continue to experience a higher suspension rate than All Students overall. To address these disparities, the district continues to implement comprehensive, relationship-centered behavioral systems and supports across all school sites. All district schools have implemented Positive Behavioral Interventions and Supports (PBIS) with fidelity

and have received recognition awards for successful implementation practices. Schools also continue to expand the use of restorative practices to strengthen relationships, repair harm, and reduce exclusionary discipline responses. Student leadership opportunities and school climate initiatives have been prioritized to increase student voice, engagement, and school connectedness. In addition, schools continue to emphasize trauma-informed approaches, social-emotional learning, proactive intervention systems, and targeted case management supports for students experiencing the greatest needs (Goal 2/Actions 1, 3, 4). Collectively, these practices reflect the district's commitment to creating safe, inclusive, and supportive school environments while reducing disproportionality and improving outcomes for all student groups.

Chronic Absenteeism:

The District's Chronic Absenteeism data for grades K–8 indicates that 14.1% of all students were chronically absent, reflecting an increase of 0.8 percentage points from the prior year and placing the District in the High category. While chronic absenteeism remains a challenge across multiple student groups, the data highlights several student populations experiencing disproportionately higher rates and requiring targeted support and intervention.

Among English Learners, the chronic absenteeism rate was 12.6%, a decrease of 0.6 percentage points from the previous year, placing this group in the Medium level. This decline suggests that current attendance outreach and support efforts for English Learners are having a positive impact. However, Long-Term English Learners experienced a chronic absenteeism rate of 16.3%, an increase of 1.4 percentage points, placing this subgroup in the High category. This indicates a need for more focused engagement and belonging strategies for students who have remained in English learner status over multiple years.

Several student groups experienced rates significantly above the District average. Foster youth had a chronic absenteeism rate of 28%, increasing dramatically by 21.3 percentage points and resulting in a Very High classification. Similarly, students experiencing homelessness had the highest rate at 33.2%, increasing by 9.1 percentage points, and were also classified as Very High. These data reflect the significant barriers to consistent attendance experienced by highly mobile and vulnerable student populations.

Students with disabilities demonstrated a chronic absenteeism rate of 21.8%, an increase of 2 percentage points, while African American students experienced a rate of 22.7%, increasing by 3.3 percentage points. Both groups fall within the Very High category and remain substantially above the District average of 14.1%. Hispanic students had a chronic absenteeism rate of 17.9%, slightly increasing by 0.1 percentage points and remaining in the High category. These patterns indicate the need for intensified, culturally responsive, and relationship-centered attendance practices that address both systemic and individual barriers.

The District currently has several positive practices in place to support improved student attendance and engagement. Schools utilize Student Success Teams (SSTs) to identify attendance concerns early and collaboratively develop intervention plans for students and families. Attendance incentives are implemented at the individual, classroom, and school-wide levels to encourage positive attendance habits and recognize student growth. Support staff, including counselors, community liaisons, and attendance personnel, actively connect with families to provide outreach, encouragement, and access to resources. Additionally, School Attendance Review Team (SART) meetings are used to identify barriers contributing to absenteeism and to partner with families to develop supportive solutions and interventions (Goal 2/Actions 1, 2, 3, 4).

To further improve outcomes for the identified focus student groups during the next school year, the District will implement enhanced attendance improvement strategies centered on equity, belonging, and proactive intervention. Planned actions include strengthening culturally affirming practices that foster student belonging and build trusted relationships between students, families, and school staff. The District will expand family partnership efforts through supportive, strengths-based communication and increased collaboration with caregivers. Schools will also use early-warning data systems and tiered attendance-response practices to identify attendance concerns

earlier and intervene before patterns of chronic absenteeism become entrenched. Finally, the District will prioritize barrier removal and coordinated supports by connecting students and families with academic, social-emotional, transportation, health, and community resources needed to promote consistent school attendance and student success.

The following Dashboard Red indicators from 2023 at the inception of this LCAP are below and continue to be addressed through the identified LCAP goals and actions below.

Chronic Absenteeism-Reflected in Goal 2, Action 2

Antelope Crossing Middle: English Learners,

Barrett Ranch Elementary: Two or More Races

Creekview Ranch: Black/African American Students

Creekview Ranch: English Learners

Creekview Ranch: Students with Disabilities

Dry Creek Connections Academy: All Students

Dry Creek Connections Academy: Hispanic Students

Dry Creek Connections Academy: Socioeconomically Disadvantaged Students

Dry Creek Connections Academy: White Students

Districtwide: American Indian Students

Districtwide: Foster Youth

Suspension-Reflected in Goal 2, Action 1

Antelope Meadows Elementary: African American Students

Creekview Ranch: African American Students

Olive Grove Elementary: Multiple Races Students

Olive Grove Elementary: Students with Disabilities

Districtwide: African American Students

English Learner Progress Indicator- Reflected in Goal 1, Action 5

Antelope Meadows Elementary: English Learners

Coyote Ridge Elementary: English Learners

English Language Arts - Reflected in Goal 1, Actions 1, 2, 7

Coyote Ridge Elementary: Students with Disabilities

Creekview Ranch: Students with Disabilities

Heritage Oak Elementary: Students with Disabilities

Mathematics - Reflected in Goal 1, Actions 1, 2, 7

Silverado Middle School: Students with Disabilities

Reflections: Technical Assistance

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

Dry Creek was identified for Differentiated Assistance for Academic Indicator (Students with Disabilities), Chronic Absenteeism Indicator (Students with Disabilities, African American Students, Foster Students, Homeless Students), and Suspension Indicator (African American

Students, Foster Students, Homeless Students). Based on the Differentiated Assistance work documented this year, Dry Creek engaged in a comprehensive root cause analysis process focused on improving outcomes for students with disabilities, students experiencing chronic absenteeism, and other identified student groups. In partnership with Placer County Office of Education, the district analyzed Dashboard data, reviewed attendance and achievement patterns, conducted empathy interviews with students and families, and utilized continuous improvement tools including affinity mapping, fishbone diagrams, interrelationship digraphs, and problem of practice development to identify systemic barriers. The work highlighted challenges related to attendance communication, family engagement, access to high-quality Tier 1 instruction, staff knowledge and skills, collaboration structures, and support systems. Through this process, Dry Creek identified key areas for action, including strengthening attendance supports, improving communication with families, increasing access to rigorous grade-level instruction for students with disabilities, enhancing staff capacity, and establishing stronger monitoring and accountability systems to improve student outcomes.

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 in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Educational Partner(s)	Process for Engagement
District/Site Staff District/Site Administrators Parent/Guardians Students Certificated Bargaining Unit Classified Bargaining Unit Placer County Special Education Local Plan Area (SELPA) District English Language Advisory Committee (DELAC) LCAP Parent Advisory Committee School Site Council (SSC) - 9 School Site English Language Advisory Committee (ELAC) - 9 Placer County Office of Education: Fiscal Services, Continuous Improvement	Dry Creek Joint Elementary School District (DCJESD) actively sought input from various groups to develop its Local Control and Accountability Plan (LCAP). The District engaged with parent advisory groups such as the District English Learner Advisory Committee (DELAC) and the LCAP Parent Advisory Committee (LCAP PAC), which represented Title I, Foster Youth, students with disabilities, and English learners. To ensure high levels of participation, DELAC committee meetings were held on November 12, 2025, February 25, 2026, and May 20, 2026, where the District Dashboard and achievement data were reviewed, the draft LCAP was presented, and staff requested input and feedback from the committee. The LCAP Parent Advisory Committee (LPAC PAC) Meetings were held on November 12, 2025, February 25, 2026 and May 20, 2026, where the budget overview was discussed, goals/actions were reviewed, and the draft LCAP was presented. Throughout the school year, meetings were held at school sites as well, wherein parents, staff, and administrators reviewed the Dashboard data, achievement data and the LCAP goal/actions. All members had the opportunity to review goals, metrics, indicators, and outcomes, and provide specific input before the LCAP's development. The LEA engaged with all School Site Councils (SSC) and English Language Advisory Committees (ELAC) through workshops held in February, March, April, and May. SSCs included teachers,

Educational Partner(s)	Process for Engagement
	administrators, students, and parents, while ELACs included teachers, parents, and administration. Additionally, student focus groups from all school sites offered input on the LCAP goals. DCJESD also sought engagement from the local bargaining units, district leadership team, staff, parents, and the community. The District utilized a working group consisting of various District leaders to revisit each goal and update each action and service based on the school year's progress. In May, an overview of the eight state priorities and the draft LCAP was shared with CSEA and DCTA. In addition to the in-person meetings, DCJESD partnered with Hanover Research to conduct an annual student, parent, and staff survey to capture information needed to align continued efforts to support the district's unduplicated students. LCAP parent and staff surveys were administered from January 19 to January 30, 2026, and the student survey was administered from February 2 to February 22, 2026. The District met with Placer County Special Education Local Plan Area (SELPA), Continuous Improvement and Fiscal services departments for guidance and LCAP review before submitting to the Board. The Superintendent notified the public of the opportunity to comment on the LCAP's actions and expenditures proposed by posting it on the District's website before a public hearing scheduled on June 11, 2026. At the hearing, the Board of Trustees will hear public comments and may approve the LCAP and the budget at a subsequent meeting on June 16, 2026.

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

The Local Control and Accountability Plan (LCAP) was developed, to include the invaluable feedback provided by our educational partners, including staff, school site councils, students, site ELACs, DELAC, and the LCAP PAC. Through their input, several recurring themes emerged, reflecting actions that have been valued in the past and are deemed crucial for our ongoing educational endeavors. It is noted, that should there be additional supplemental funding in the future, expansion of services for the below items was a priority of the engagement partners. Acknowledging the importance of continuous professional development, the LCAP integrates initiatives tailored to address the specific needs and challenges identified by teachers. The LCAP emphasizes professional learning opportunities in areas such as SEL

programs and supports, EL instruction, serving diverse student populations, and general content areas to enhance teacher effectiveness and student outcomes (Goal/Action 1.1, 1.5). Recognizing the importance of language proficiency, the plan focuses on increasing and maintaining resources for EL support staff and services (Goal/Action 1.5). In line with efforts to hire highly qualified staff, engagement partners would like to see who reflect the diverse demographics and languages spoken within our school communities (Goal/action 1.1). Recognizing the value of planning in delivering quality education, the plan includes measures to provide teachers with more planning time to develop effective instructional strategies (Goal/Action 1.8). Data shows there is need for additional learning time, through opportunities such as, tutoring programs, and before or after school intervention to support students in their academic growth (Goal/Action 1.2). Listening to engagement partners and student data for the importance of SEL, the LCAP incorporates initiatives to provide comprehensive SEL supports to students (Goal/action 2.1). Responding to the increasing demand for mental health support, the LCAP continues to provide mental health services within the school community (Goal/Action 2.3). Building on the existing counselor services, the LCAP aims to maintain counselor support to address the diverse socio-emotional needs of students (Goal/Action 2.3). Acknowledging the importance of instructional support, the LCAP focuses on increasing the presence of support staff and providing them with adequate training to enhance instructional effectiveness (Goal/Action 2.4). Understanding the significance of communication with families, the LCAP includes initiatives to provide language supports and services to ensure effective engagement with diverse family backgrounds (Goal/Action 3.2, 3.3). The plan offers a variety of avenues for parent education and engagement, aiming to foster strong partnerships between schools and families (Goal/action 3.1, 3.3). Staff continue to assert the benefits of smaller class sizes, and the LCAP prioritizes initiatives aimed at reducing class sizes across all grade levels (Goal/Action 4.2). The plan ensures that there are no combination classes at Kindergarten & First grade, providing students with more focused and personalized instruction (Goal/Action 4.3).

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	All students will demonstrate growth towards meeting or exceeding standards in Math and English Language Arts (ELA) and English Learners will demonstrate progress in developing English language proficiency.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Needs were identified through data analysis and input from educational partners.
The analysis of the 2023 California School Dashboard (Dashboard) and CAASPP scores indicated that on average, 55% of our third through eighth grade students met or exceeded benchmark standards on the 2023 CAASPP ELA Assessment and 36% met or exceeded in Math.
As reported on the 2023 CA School Dashboard, 58.8% of our Language Learners are making progress towards English proficiency.
Additionally, local assessment data shows that, on average, 68% of our K-2 students scored at or above grade level standard in ELA and 84% in Math on the 2023 District Benchmark Assessments.
California School Dashboard shows that our English Learners and African American students are declining in both ELA and Math, and the distance from standard (DFS) between “All Students” and these two student groups continues to grow.
As reflected in the information above, this goal was written to focus our attention on continuing to ensure all students in Dry Creek will demonstrate mastery in ELA and Math, with dedicated focus on monitoring the growth of our Language Learners, African American, Foster and Homeless Youth, and Students with Disabilities.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1A	Williams Audit - Highly Qualified Staff Percentage of misassignments of teachers of EL, total misassignments, and teacher vacancies.	2023-2024 88% Compliance** based on the 21-22 TMAO Report (2023-2024 is still unavailable) 3 FTE Vacancies	2022-2023 Data Data Quest report 88% Compliance	95.25%	Above 90% or higher Compliance	Same
1B	Williams Audit - Instructional Materials Students with access to standards-aligned instructional materials.	2023-2024 100% compliance	100% Compliance	100% Compliance	100% Compliance	We have maintained 100% compliance
1C	Professional Development Survey Q1- Were you able to improve your instructional strategies from what you learned during the site and District Professional Learning this year? Q2 - Were your instructional strategies effective in meeting the needs of your students?	2023-2024 Q1 - 97% yes Q2 - 98% yes	2024-2025 Q1 - 97.5% yes Q2 - 98.5% yes	2025-2026 Q1 - 98% Q2- 99%	Maintain agreement at 95% or higher	Q1: increase +1% Q2: increase +1%
1D	CAASPP ELA Percent of Students meeting or exceeding standard	2022-2023 Overall 54.63% SWD 19.17% FY ** student group too small for scoring SED 43.19% EL 21.22% 3rd Grade ELA 51.93% 4th Grade ELA 51.24%	2023-2024 CAASPP ELA Overall 53.9% SWD 17.6% FY ** student group too small for scoring SED 45.38% EL 19.56%	2024-2025 CAASPP ELA Overall 54.25% SWD 20.38% FY ** student group too small for scoring SED 45.58% EL 16.47%	2025-2026 CAASPP ELA Increase each student group and grade level by a minimum of 5% Overall 59.63% SWD 24.17%	Overall .38% SWD 1.21% FY ** student group too small for scoring SED 2.39% EL 5.00% 3rd Grade ELA - 3.61%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		5th Grade ELA 55.7% 6th Grade ELA 54.48% 7th Grade ELA 60.48% 8th Grade ELA 53.74%	3rd Grade ELA 50.43% 4th Grade ELA 52.32% 5th Grade ELA 59.43% 6th Grade ELA 51.61% 7th Grade ELA 57.93% 8th Grade ELA 51.78%	3rd Grade ELA 48.32% 4th Grade ELA 54.57% 5th Grade ELA 57.13% 6th Grade ELA 52.56% 7th Grade ELA 58.84% 8th Grade ELA 53.7%	FY ** student group too small for scoring SED 48.19% EL 26.22% 3rd Grade ELA 56.93% 4th Grade ELA 56.24% 5th Grade ELA 60.71% 6th Grade ELA 59.48% 7th Grade ELA 65.48% 8th Grade ELA 58.74%	4th Grade ELA 3.33% 5th Grade ELA 1.43% 6th Grade ELA -1.92% 7th Grade ELA -1.64% 8th Grade ELA -0.04%
1E	Dashboard ELA Indicator Points from standard +/- Points	2022-2023 Dashboard ELA All +8.0 American Indian or Alaskan Native -4.2 Asian +19 Black or African American -23.6 Filipino +58.7 Hispanic -9.6 Pacific Islander +11.1 White +14.3 Two or More Races +9.8 Socio-economically Disadvantaged -16.6 English Learner -20.9	2023-2024 Dashboard ELA All 5.1 American Indian or Alaskan Native -35.1 Asian 11.9 Black or African American -18.5 Filipino 57.8 Hispanic -10.7 Pacific Islander -3.1 White 11.2 Two or More Races 4.5	2024-2025 Dashboard ELA All 7.9 American Indian or Alaskan Native -19.7 Asian 16.1 Black or African American -19 Filipino 44.3 Hispanic -3.9 Pacific Islander -19.7 White 12.1 Two or More Races 11.1	2025-2026 Dashboard ELA Student Groups DFS and BLUE Level All +45 American Indian or Alaska Native +40.8 Asian +45 Black or African American +21.4 Filipino +58.7 or higher Hispanic +35.4 Pacific Islander +45	All -0.1% American Indian or Alaska Native -15.5% Asian -2.9% Black or African American 4.6% Filipino 14.4% Hispanic 5.7% Pacific Islander -8.6% White -2.2% Two or More Races 1.3% Socio-economically

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Students With Disabilities -74.5 Foster Youth ** student group too small for scoring Homeless -37.1	Socio-economically Disadvantaged - 22.5 English Learner - 12.8 Students With Disabilities -77.8 Foster Youth ** student group too small for scoring Homeless -68.3 LTEL -60.2	Socio-economically Disadvantaged - 13.7 English Learner - 20.7 Students With Disabilities -73.5 Foster Youth ** student group too small for scoring Homeless-63.9 LTEL -48.5	White +45 Two or More Races +45 Socio-economically Disadvantaged +28.4 English Learner +24.1 Students With Disabilities +10 Foster Youth ** student group too small for scoring Homeless +10 LTEL +	Disadvantaged 2.9% English Learner - 0.2% Students With Disabilities 1.0% Foster Youth ** student group too small for scoring Homeless -25.9%
1F	CAASPP Math Percent of Students meeting or exceeding standard	2022-2023 CAASPP Math Overall 45.85% SWD 19.03% FY ** student group too small for scoring SED 35% EL 20% 3rd Grade Math 57.55% 4th Grade Math 51.42% 5th Grade Math 45.91% 6th Grade Math 39.76% 7th Grade Math 41.37%	2023-2024 CAASPP Math Overall 45.93% SWD 16.88% FY ** student group too small for scoring SED 38.07% EL 18.77% 3rd Grade Math 54.47% 4th Grade Math 51.84% 5th Grade Math 45.33% 6th Grade Math 41.01%	2024-2025 CAASPP Math Overall 45.32% SWD 14.65% FY ** student group too small for scoring SED 35.86% EL 17.21% 3rd Grade Math 50.48% 4th Grade Math 53.27% 5th Grade Math 42.68% 6th Grade Math 41.28%	2025-2026 CAASPP Math Increase each student group and grade level by a minimum of 5% Overall 49.85% SWD 24.03% FY ** student group too small for scoring SED 40% EL 25% 3rd Grade Math 62.55% 4th Grade Math 56.42%	Overall -0.53% SWD -4.38% FY ** student group too small for scoring SED 5.0% EL -2.79% 3rd Grade Math - 7.07% 4th Grade Math 1.85% 5th Grade Math - 3.23% 6th Grade Math 1.52% 7th Grade Math - 0.54%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		8th Grade Math 38.96%	7th Grade Math 42.22% 8th Grade Math 41.25%	7th Grade Math 40.83% 8th Grade Math 44.18%	5th Grade Math 50.91% 6th Grade Math 44.76% 7th Grade Math 46.37% 8th Grade Math 43.96%	8th Grade Math 5.00%
1G	Dashboard Math Indicator Points from standard +/- Points	2022-2023 Dashboard Math All -16.3 American Indian or Alaskan Native -55.3 Asian +1.8 Black or African American -57.8 Filipino 24.4 Hispanic -37.1 Pacific Islander -50.6 White -7.9 Two or More Races -13.4 Socio-economically Disadvantaged -39.2 English Learner -38 Students With Disabilities -93.8 Foster Youth ** student group too small for scoring Homeless -54.9	2023-2024 Dashboard Math All -14.7 American Indian or Alaskan Native -37 Asian -4.7 Black or African American -52.4 Filipino 22.3 Hispanic -33.6 Pacific Islander -35.8 White -6.2 Two or More Races -13.3 Socio-economically Disadvantaged -38.4 English Learner -45.1 Students With Disabilities -91.8	2024-2025 Dashboard Math All -15.8 American Indian or Alaskan Native -75.4 Asian -12.8 Black or African American -59.9 Filipino 28.3 Hispanic -33.4 Pacific Islander -43.8 White -5.3 Two or More Races -13.8 Socio-economically Disadvantaged -37.1 English Learner -39.4 Students With Disabilities -102	2025-2026 Dashboard Math Student Groups DFS and Blue Level All +28.7 American Indian or Alaskan Native: at/above standard Asian +35 Black or African American: at/above standard Filipino +35 Hispanic +7.9 Pacific Islander: at/above standard White +35 Two or More Races +31.6 Socio-economically Disadvantaged +5.8	All -0.5% American Indian or Alaskan Native -20.1% Asian -14.6% Black or African American -2.1% Filipino -3.9% Hispanic 3.7% Pacific Islander 6.8% White 2.6% Two or More Races -0.4% Socio-economically Disadvantaged 2.1% English Learner -1.4% Students With Disabilities 8.2%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Foster Youth ** student group too small for scoring Homeless -73.7 LTEL -103.5	Foster Youth ** student group too small for scoring Homeless -83.3 LTEL -91.6	English Learner +7 Students With Disabilities: at/above standard Foster Youth ** student group too small for scoring Homeless: at/above standard LTEL at standard	Foster Youth ** student group too small for scoring Homeless -28.4% LTEL
1H	District Assessment Data K-2 ELA & Math % of students meeting proficiency	2023-2024 Proficiency Levels Kinder - ELA Uppercase Letter ID 98% Lowercase Letter ID 97% Consonant Sounds 93% High Frequency Words 73% 1st Grade - ELA Comprehension Fiction 81% Comprehension Informational 68% DC Early Literacy Screener 80% Running Record 72% 2nd Grade - ELA Comprehension Fiction 81%	ELA: Spring 2025 Kinder - ELA Uppercase Letter ID 99% Lowercase Letter ID 99% Consonant Sounds 97% High Frequency Words 92% 1st Grade - ELA Comprehension Fiction 78% Comprehension Informational 78% DC Early Literacy Screener 82% 2nd Grade - ELA Comprehension Fiction 84% Comprehension Informational 54%	ELA: Spring 2026 Kinder - ELA Uppercase Letter ID 98% Lowercase Letter ID 98% Consonant Sounds 94% Wonders EOY BM 73% Sight Words 63% 1st Grade - ELA MClass Composite 75% Wonders EOY BM 85% Sight Words 80% 2nd Grade - ELA MClass Composite 70% Wonders EOY BM 57%	2026-2027 District Assessment Data K-2 ELA & Math 80% or more of students meeting proficiency	ELA: Kinder - ELA Uppercase Letter ID +18% Lowercase Letter ID +18% Consonant Sounds +14% Wonders EOY BM -7% Sight Words -17% 1st Grade - ELA MClass Composite -5% Wonders EOY BM +5% Sight Words same 2nd Grade - ELA MClass Composite -10% Wonders EOY BM -23%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Comprehension Informational 44%	DC Early Literacy Screener 83%	Sight Words 84%		Sight Words +4%
		Math: Kinder - Math Number ID 92% Addition Facts 99% Subtraction Facts 97%	Math: Kinder - Math Number ID 96% Addition Facts 96% Subtraction Facts 95%	Math: Kinder - Math Number ID 92% Addition Facts 96% Subtraction Facts 93%		Math: Kinder - Math Number ID +12% Addition Facts +16% Subtraction Facts +13%
		1st Grade - Math End of Year Summative 78%	1st Grade - Math End of Year Summative 78%	1st Grade - Math End of Year Summative 80%		1st Grade - Math End of Year Summative Same
		2nd Grade - Math End of Year Summative 79%	2nd Grade - Math End of Year Summative 77%	2nd Grade - Math End of Year Summative 61%		2nd Grade - Math End of Year Summative -19%
1I	Students Enrolled in PLTW courses	2023-2024 Students Enrolled in PLTW courses SED/FY 591 (49.85%) EL 397 (33%)	2024-2025 Students Enrolled in PLTW Courses SED/FY 590 (53%) EL 379 (32%)	2025-2026 Students Enrolled in PLTW Courses SED/FY 581 (48%) EL 375 (34%)	2026-2027 Students Enrolled in PLTW courses Maintain a 30% or higher enrollment. SED/FY EL	Maintained overall 30% enrollment of unduplicated pupils
1J	Dashboard Indicator - ELPI % of students making progress toward English proficiency	2022-2023 Dashboard ELPI: 58.8%	2023-2024 Dashboard ELPI: 58.4% Maintained -0.4%	2024-2025 Dashboard ELPI: 63% Increased 4.5%	2025-2026 Dashboard Maintain growth and a "high" rating yearly. ELPI: 65%	Increase of +4.2%
1K	EL Reclassification Rate % of EL students who are reclassified each year at English Proficient	2023-2024 Reclassification Rate 10% or 160 students	2024-2025 Reclassification Rate	2025-2026 Reclassification Rate	2026-2027 Reclassification Rate:	Maintained 10% or higher

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			9.8% or 156 students	12.6% or 136 students	Maintain 10% or higher rate	

Goal Analysis [2025-26]

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Action 1.1 – Professional Learning & Standards Implementation

Fully implemented. The district provided consistent, structured professional development for all staff, including PLI sessions, release time, and instructional coaching. The biggest challenge was fitting all the necessary training into the three main calendared professional learning days.

Action 1.2 – Increased Time to Learn

Fully implemented. Extended learning opportunities were provided with a focus on EL, homeless, and low-income students. Sessions were held consistently throughout the year.

Action 1.3 – Technology Access & Integration

Fully implemented. 1:1 devices and digital learning platforms were successfully deployed across all sites, with library media technicians supporting the integration.

Action 1.4 – College & Career Readiness

Fully implemented. Middle school students accessed CTE-aligned courses (e.g., Design, Robotics, Medical Detectives, Flight and Space), preparing them for high school pathways.

Action 1.5 – English Language Supports & Services

Fully implemented. Instruction, materials, and targeted EL staff support were provided, including GLAD training and the implementation of ELD instruction at the middle school level. LTELs were supported through targeted, research-based strategies in their social studies classes, and middle school EL students were given additional support in their exploratory classes. We reclassified 136 students so far this school year.

Action 1.6 – Foster Youth Supports & Services

Fully implemented. The FYHL ensured appropriate transportation, records transfer, and basic needs for Foster and Homeless Youth. Community partnerships were leveraged by developing relationships between our Foster Youth/Homeless Liaison, our Director of Student Services, and both Sacramento and Placer County departments.

Action 1.7 – Multi-Tier Systems of Supports (MTSS)-Academic

Partially implemented. Data-driven intervention systems were in place across sites. Tier 1–3 supports were identified through collaborative conferences and academic screeners. The greatest challenge was finding enough open days immediately following assessment windows to hold the day-long conferences for each school site. Some sites are still working on developing solid lessons and academic activities for each student group during the scheduled tier time.

Action 1.8 – Instructional Planning

Fully implemented. Planning time supported 1st through 3rd-grade teachers in delivering high-quality instruction aligned to standards and student needs.

Action 1.9 – Items not funded from LCFF Supplemental

Fully implemented. These services were provided through other funding streams and included district-wide student support.

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

For Goal 1 overall there was a net increase of additional funds being spent above originally planned to support students. We did see savings from vacancies and reinvested those funds and more to enhance these actions.

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

Based on our analysis of metrics and outcomes, the implementation of actions shows strong and emerging effectiveness in achieving Goal 1, as demonstrated by both quantitative data and qualitative indicators

Strong Effectiveness:

Action 1.1 – Professional Learning & Standards Implementation

Survey results indicate that teachers continue to value professional learning. Q1 ratings increased slightly at 98%, and Q2 99%, suggesting a stable pattern of teacher-reported instructional improvement. While growth is modest, the sustained high levels reflect successful implementation and staff confidence in training efforts. A variety of professional development opportunities were provided through multiple formats, including designated professional development days, site-based staff meetings, on-site release time, and embedded coaching. Major focus areas included early literacy strategies and screening tools, “Building Thinking Classrooms,” mathematics instructional strategies, classroom management, standards-based grading, English Language Development (ELD) middle school implementation, science standards alignment and use of CAASPP-aligned interim assessments. These sessions were strategically aligned to district priorities and staff needs. Instructional coaching was provided to all staff, with targeted support for new teachers. Coaching covered lesson planning, model lessons, PLC facilitation, data analysis, and implementation of Tier 2/3 interventions. The district also achieved 95.25% Williams compliance in teacher assignments and 100% in the provision of standards-aligned instructional materials, reflecting progress toward high-quality instruction and credential alignment.

Action 1.2 – Increased Time to Learn

Extended learning opportunities were implemented at all nine school sites, with a focus on after-school tutoring. A total of 109 students received targeted tutoring—97 in elementary and 12 in middle school. Participation remains low; however, students who participate demonstrate positive post-assessment results. EL students were intentionally prioritized at five of nine sites, demonstrating an effort to address specific needs. However, CAASPP results for English Learners and socioeconomically disadvantaged (SED) students showed limited gains, indicating the need for refined intervention strategies. While specific participation data were not disaggregated by subgroup, early performance growth suggests this action is showing emerging effectiveness, with further analysis needed to solidify impact.

Action 1.3 – Technology Access & Integration

The district provides equitable access to technology devices, digital learning platforms, and instructional software to support student learning across all grade levels. We have maintained and replaced student Chromebooks and iPads, provided hotspots for families in need, and ensured access for English learners, foster youth, and students receiving intervention services.

Action 1.4 – College & Career Readiness

Project Lead the Way (PLTW) was implemented across all three middle schools, offering students access to Design and Modeling, Automation and Robotics, Medical Detectives, and Computer Science courses. With 1,221 total students enrolled, the program has become a cornerstone of the district's CTE-aligned college and career readiness strategy. Importantly, participation among targeted groups was strong, with 581 socioeconomically disadvantaged/foster youth and 375 EL/RFEP students enrolled. Although overall participation levels remained stable year over year, the sustained access to rigorous, future-focused coursework supports the district's commitment to career readiness. This action reflects a positive trend in engagement and readiness for high school pathways, even as long-term outcomes are monitored.

Action 1.8 - Instructional Planning

One of the key actions implemented to support progress toward the goal was the establishment of weekly planning time for 1st through 3rd-grade teachers throughout the school year. This structured time was strategically used by staff to collaboratively prepare lessons focused on Tier 2 instruction, English learner support, differentiated learning, and data analysis. This action proved to be highly effective in fostering academic growth and supporting student achievement. Teachers utilized the dedicated planning sessions not only to align instructional practices but also to address individual student needs with greater precision. The regular review and analysis of student data enabled timely instructional adjustments and more targeted interventions

Emerging Effectiveness:

Action 1.5 – English Language Supports & Services

The district continued to provide robust staffing and training in support of English Learners. Eight FTEs for EL/Reading Resource staff ensured equitable access to supplemental services. This year, an additional 10 staff members completed initial GLAD training, 16 staff members completed a GLAD Refresher training, and additional professional development supported co-teaching, early literacy, and integrated/designated ELD instruction. The EL Master Plan was revised using stakeholder input and student performance data, reinforcing inclusive planning practices. The 2024-2025 ELPI score was 63%, an increase of 4.6% from the prior year (58.4%), and we reclassified 129 students. However, CAASPP ELA scores for EL students declined from 21.12% to 16.47%. In contrast, RFEP students performed strongly

on the CAASPP (74.49% proficient), and Long Term English Learners scored Very High on the Dashboard; however, the -48.5 point DFS indicates mixed effectiveness in reaching all EL learners. Continued strategic alignment and outcome monitoring are needed to improve achievement and support language development goals.

Action 1.6 - Foster Youth Supports & Services

The actions taken to support Foster Youth and Homeless students have been effective, however, despite the supports, a couple of students experienced suspension and had excessive absences, leading to an increase in both areas on the 2025 CA Dashboard (Suspension - 17.9%, up from 0% and Chronic Absenteeism - 28%, up from 6.7%). The Foster Youth & Homeless Liaison (FYHL) has guided the district in implementing clear policies for enrollment and timely transfer of records, while also training staff on laws, resources, and supports specific to this population. The FYHL has worked directly with families, caregivers, and community agencies to address individual needs and eliminate barriers. The provision of essentials such as transportation, school supplies, clothing, food, and hygiene kits has played a key role in promoting student engagement, stability, and access to education.

Action 1.7 - Multi-tiered System of Supports - Academics

The District's implementation of a tiered system of supports for academic achievement has strengthened the use of universal screeners, benchmark assessments, and formative/summative measures across all K–8 sites, resulting in a more consistent and data-driven approach to identifying and addressing student learning needs at Tiers 1, 2, and 3. Grade-level teams regularly analyzed student performance data to inform intervention placement and instructional planning, while site teams monitored progress through ongoing data reviews. Local K–2 assessment data demonstrate positive early literacy outcomes, including increases in Kindergarten high-frequency word proficiency from 73% to 92%, First Grade comprehension proficiency from 68% to 78%, and Second Grade language arts proficiency from 44% to 49%. However, the 2025 California Dashboard data continue to show persistent achievement gaps for several student groups. English Learners scored -20.7 points below standard in ELA and -39.4 points below standard in Math. Long-Term English Learners scored -48.5 in ELA and -91.6 in Math; Students with Disabilities scored -73.5 in ELA and -102 in Math; African American students scored -19 in ELA and -59.9 in Math; and Hispanic students scored -3.9 in ELA and -33.4 in Math. Homeless students also demonstrated significant needs, scoring -63.9 in ELA and -83.3 in Math. While these data reflect effective systems for monitoring and intervention, they also indicate the need to strengthen Tier 1 instruction and targeted supports to accelerate outcomes for identified student groups.

This action is not evaluated for effectiveness as it does not contribute toward supplemental goal metrics:

Action 1.9 – Items not funded from LCFF Supplemental

These services were provided through other funding streams and included district-wide student support.

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

The metrics for Goal 1, metric 1H have been modified. This school year, District assessments were updated and changed for grades K-2 . The new assessment data was added as metrics for the 2025-2026 school year.

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

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Professional Learning & Standards Implementation	Professional learning for certificated and classified staff will be provided through a variety of learning opportunities including during designated professional development days, Professional Learning Institutes (PLI), on site staff meetings, on site release time, and during the school day to ensure we continue to attract, recruit, and retain highly qualified staff. Ensure appropriately credentialed teachers are assigned to courses through regularly monitoring and reviewing the assignment processes. Instructional coaches will support staff at designated sites and provide support to new teachers.	\$1,020,983.00	Yes
1.2	Increased Time to Learn	Increase time to learn and meet proficiency with extended opportunities for learning. Extended learning opportunities prioritize students who are homeless, English Learners, Low Income, and/or students with unique needs.	\$230,941.00	Yes
1.3	English Language Supports & Services	Provide teachers and students with technology tools, programs, and access. Library Media Technicians will support the implementation of technology tools and programs at each school site.	\$310,542.00	Yes
1.4	Technology Access & Integration	Provide learning opportunities for our students that align with college and career readiness. Provide our middle school students CTE aligned courses	\$14,270.00	Yes

Action #	Title	Description	Total Funds	Contributing
		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.		
1.5	College & Career Readiness	Provide high quality instruction, materials, supplies, and programs to support our English Learner (EL) students academically in order to meet grade level academic standards and EL proficiency. Increase or maintain EL/Reading Resource staff. Provide professional learning to EL/RR staff, special education and general education staff to support and designated and integrated supports for ELD, including ongoing GLAD training. To address deficits within our LTEL student achievement, middle school LTEL students will receive designated supports through exploratory courses and students at-risk for not making English language proficiency growth will receive designated ELD through their social studies course. In elementary, students identified as at-risk of becoming an LTEL will attend designated ELD group with EL staff. Review and update our EL Master Plan as needed based on student need, data, and feedback from EL stakeholders. Per LREGB guidance, "Accelerating progress to close learning gaps through the implementation, expansion, or enhancement of evidence-based learning supports, such as: Tutoring or other one-on-one or small group learning supports provided by certificated or classified staff and/or Learning recovery programs and materials designed to accelerate pupil academic proficiency or English language proficiency, or both" LREGB funding was used here to maintain EL teacher staffing levels.	\$1,390,826.00	Yes
1.6	Foster Youth Supports & 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.	\$211,992.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Provide school supplies, transportation, clothing food provisions and hygiene kits as needed.		
1.7	Multi-Tier Systems of Supports (MTSS)- Academic	Universal Screeners, benchmarks, and common formative and summative assessment data for all students K-8 will be used by district, site, and grade level teams to determine academic intervention needs at the Tier 1, 2, and 3 levels. Site teams will meet for Collaborative Conferences to identify students in need of Tier 3 levels of intervention, and increased and improved services to support EL, SED, Foster/Homeless Youth, At-Risk, and students with unique needs.	\$223,910.00	Yes
1.8	Instructional Planning	Provide general education teaching staff teaching 1st, 2nd, & 3rd grade with instructional planning time to ensure high quality, standards aligned lessons, strategies and interventions used to support a variety of learners, including EL, FY, SED and students with unique needs.	\$392,763.00	Yes
1.9	Items not funded from LCFF Supplemental	This action identifies funding for services provided by the District to benefit our students. However, the funding identified here is non-LCFF Supplemental funds and is, therefore, considered "not contributing" and needs to be captured separately.	\$5,382,982.00	No

Goals and Actions

Goal

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

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement)
 Priority 5: Pupil Engagement (Engagement)
 Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

After reviewing District data, including the 2023 CA Dashboard.

The local climate survey indicated that 58% of students in grades 4-8 report feeling like they belong at school. 72% of 4-8 students also never report being bullied (electronically, physically, verbally). The social-emotional universal screener indicated that 5% of students need instruction in SEL support.

Suspension rates show an increase in all but one student group. Overall, our suspension rate is 2.2%, however, our Students With Disabilities (4.7%), African American students (6.10%), our Foster Youth (3.9%), and Homeless students (3.9%) share the highest historically.

During the district's educational partner engagement process, staff and families supported continuing our comprehensive counseling programs, social-emotional support and mental health services in order to provide appropriate levels of support for students.

Our team conducted a root cause analysis of chronic absenteeism on 2023 Dashboard (Overall, 19.4%). It was determined that connection to school, communication and education for our families, and addressing barriers were primary drivers. Specifically, some student groups need the additional services in this area, as their rate of chronic absenteeism continues to be higher than all students; SED, SWD, AA, Homeless, FY are all above 25% chronically absent.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2A	Dashboard Suspension Indicator	2022-2023 Dashboard All 2.2%	2023-2024 Dashboard	2024-2025 Dashboard	2025-2026 Dashboard	All 0.4% American Indian or Alaskan Native 0

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		American Indian or Alaskan Native 0% Asian 1.9% Black or African American 6.1% Filipino .6% Hispanic 2.2% Pacific Islander 1.8% White 1.8% Two or More Races 2.9% Socio-economically Disadvantaged 2.8% English Learner 2.4% Students With Disabilities 4.7% Foster Youth 3.6% Homeless 3.9%	All 2.5% American Indian or Alaskan Native 7.1% Asian 2% Black or African American 6.2% Filipino 0% Hispanic 2.7% Pacific Islander 0% White 2.3% Two or More Races 2.7% Socio-economically Disadvantaged 3.2% English Learner 2.6% Students With Disabilities 5.1% Foster Youth 0% Homeless 3.6% LTEL 6.3%	All 2.6% American Indian or Alaskan Native 0% Asian 1.6% Black or African American 7.7% Filipino 1.9% Hispanic 2.5% Pacific Islander 1.5% White 2.6% Two or More Races 3% Socio-economically Disadvantaged 3.1% English Learner 2.6% Students With Disabilities 5.7% Foster Youth 17.9% Homeless 7.1% LTEL 7.2%	Student Groups Blue Level All .5% American Indian or Alaskan Native 0% Asian .5% Black or African American .5% Filipino .5% Hispanic .5% Pacific Islander .5% White .5% Two or More Races .5% Socio-economically Disadvantaged .5% English Learner .5% Students With Disabilities .5% Foster Youth .5% Homeless .5%	Asian -.3% Black or African American 1.6% Filipino 1.3% Hispanic .4 Pacific Islander - 3.5% White 0.8% Two or More Races 0.1% Socio-economically Disadvantaged 0.3% English Learner 0.2% Students With Disabilities 1% Foster Youth 14.3% Homeless 3.2% LTEL N/A
2B	PBIS Tiered Fidelity Inventory (TFI)	Baseline to be established 2024-2025 School year	PBIS Tiered Fidelity Inventory (TFI) ACMS 90% AM 100% BR 83% CR 97% CVR 97% HO 100% OL 67%	2025-2026 PBIS Tiered Fidelity Inventory (TFI) ACMS 90% AM 93% BR 100% CR 97% CVR 93% HO 97%	2026-2027 All sites will report a score of at least 70 on the TFI.	PBIS Tiered Fidelity Inventory (TFI) ACMS 0% AM -7% BR 17% CR 0% CVR -4% HO -3% OL 30%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			QG 90% SMS 77%	OL 97% QG 100% SMS 90%		QG 10% SMS 13%
2C	Student Climate Survey - 4th - 8th grade students	2023-2024 Survey Data Q1: 58% of students feel like they belong at school. Q2: 94% of students report having friends at school. Q3: 83% report having at least one adult at school that I can trust. Q4: 79% of students report adults at school support me when I need help. Q5: 72% of students report never being bullied (average of electronic, physical and verbal)	2024-2025 Survey Data Q1: 80% of students feel like they belong at school. Q2: 98% of students report having friends at school. Q3: 88% report having at least one adult at school that I can trust. Q4: 90% of students report adults at school support me when I need help. Q5: 71% of students report never being bullied (average of electronic, physical and verbal)	2025-2026 Survey Data Q1: 84% of students feel like they belong at school. Q2: 98% of students report having friends at school. Q3: 90% report having at least one adult at school that I can trust. Q4: 92% of students report adults at school support me when I need help. Q5: 71% of students report never being bullied (average of electronic, physical and verbal)	2026-2027 Survey Data Maintain a 75% agreement or higher on questions 1-5	Q1: increase of +26% Q2: increase of +4% Q3: increase of +7% Q4: increase of +13% Q5: decrease of -1%
2D	Middle School Drop Out Rate % of Middle School Students	2023-2024 0%	2024-2025 0%	0%	2026-2027 Maintain 0%	same

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2E	Expulsion Rate % of students expelled	2023-2024 0%	2024-2025 .04%	2025-2026 .0002%	2026-2027 Maintain less than 1%	Maintained less than 1%
2F	Dashboard Chronic Absenteeism Indicator	2022-2023 Dashboard All 19.5% American Indian or Alaskan Native 40% Asian 13.5% Black or African American 25.8% Filipino 10.1% Hispanic 23% Pacific Islander 28.1% White 18.2% Two or More Races 20.7% Socio-economically Disadvantaged 25.2% English Learner 20.5% Students With Disabilities 25.3% Foster Youth 48% Homeless 34.1%	2023-2024 Dashboard All 13.3% American Indian or Alaskan Native 25% Asian 10.3% Black or African American 19.4% Filipino 8.4% Hispanic 17.8% Pacific Islander 15.5% White 11.4% Two or More Races 12.8% Socio-economically Disadvantaged 18.3% English Learner 13.2% Students With Disabilities 19.8% Foster Youth 6.7% Homeless 24% LTEL 14.8%	2024-2025 Dashboard All 14.1% American Indian or Alaskan Native 16.7% Asian 9.3% Black or African American 22.7% Filipino 9.5% Hispanic 17.9% Pacific Islander 19% White 12.9% Two or More Races 14% Socio-economically Disadvantaged 18.5% English Learner 12.6% Students With Disabilities 21.8% Foster Youth 28% Homeless 33.2% LTEL 16.3%	2025-2026 Dashboard Student Groups Blue Level All 5% American Indian or Alaskan Native 2.5% Asian 4.5% Black or African American 5% Filipino 2.5% Hispanic 5% Pacific Islander 2.5% White 5% Two or More Races 5% Socio-economically Disadvantaged 5% English Learner 5% Students With Disabilities 5% Foster Youth 2.5% Homeless 5%	All -5.4% American Indian or Alaskan Native 3.2% Asian -4.2% Black or African American -3.1% Filipino -0.6% Hispanic -5.1% Pacific Islander -9.1% White -5.3% Two or More Races -6.7% Socio-economically Disadvantaged -6.7% English Learner -7.9% Students With Disabilities 3.5% Foster Youth -20% Homeless -0.9% LTEL N/A
2G	Average Daily Attendance Rate %	2023-2024 ADA % Overall 94.87% SWD 92.35% FY 92.62%	2024-2025 ADA % Overall 94.73% SWD 93.33% FY 90.06%	2025-2026 ADA% Overall 95.71% SWD 93.20% FY 92.67%	2026-2027 Increase all student groups to 96% or higher.	Overall .29% SWD 2.8% FY 3.33% SED 2.02%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		SED 93.08% EL 94.43%	SED 93.98% EL 94.64%	SED 93.98% EL 94.45%		EL 1.55%

Goal Analysis [2025-26]

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Action 2.1 – Positive School Climate & Support

Fully implemented. The district continued its PBIS and Restorative Practices district-wide as part of its MTSS framework. All school sites engaged in promoting positive behavior systems and consistent expectations, contributing to improved school climate and student behavior supports. The district continues to have a high implementation level and receive numerous awards.

Action 2.2 – Attendance Supports & Services

Fully implemented. Daily attendance was closely monitored, and proactive interventions were provided to address chronic absenteeism. Frequent communication with families supported school attendance and identified barriers to learning access. This has been a highly successful action.

Action 2.3 – School-Based Social-Emotional Behavior Health

Fully implemented. Counselors, social workers, psychologists, and interns provided tiered supports addressing academic, behavioral, and social-emotional needs. Staff capacity was strengthened through professional development and materials. All positions are filled.

Action 2.4 – Increased Support Services & Staffing

Fully implemented. Additional staff were hired to support Foster Youth, Homeless, EL, and students with unique needs. A school social worker facilitated family engagement, coordinated services, and ensured timely access to basic needs and educational continuity.

Action 2.5 – Items not funded from LCFF Supplemental

Fully implemented. The district continued to provide comprehensive services funded by alternative sources outside of LCFF Supplemental, ensuring continuity of student supports across all schools.

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.

In Goal 2 we saw savings from vacancies and funds at the site level that are planned for services to students in the next year.

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

Actions Demonstrating Strong Effectiveness:

Action 2.2 – Attendance Supports & Services

This action demonstrated strong effectiveness, as seen in improved outcomes in both chronic absenteeism and average daily attendance. Chronic absenteeism decreased significantly for all student groups, including English Learners (from 20.5% to 13.2%), Students with

Disabilities (from 25.3% to 19.8%), and Socioeconomically Disadvantaged students (from 25.2% to 18.3%). Communication with families and early intervention efforts likely contributed to these reductions.

Action 2.4 – Increased Support Services & Staffing

This action also showed strong effectiveness. Increases in student-reported belonging and support (e.g., 80% of students feeling they belong at school, up from 58%) suggest that the expanded services for Foster Youth, Homeless, and English Learners have had a meaningful impact. In particular, climate survey data (Q3 and Q4) showed increased perceptions of adult support and trust, pointing to a successful implementation of wraparound services.

Actions Demonstrating Emerging Effectiveness or Somewhat Effective:

Action 2.1 – Positive School Climate & Support

Implementation of PBIS and restorative practices shows emerging effectiveness. While Tiered Fidelity Inventory (TFI) baselines were established. All school sites with exception of one, met or exceeded the 70 point minimum score, validating the level of implementation at each site and the supports for students. The student climate survey improvements and reductions in bullying perception (72% to 71%) suggest positive trends. However, suspension rates increased slightly (from 2.2% to 2.5%), indicating the need for continued work on behavior supports and restorative practices.

Action 2.3 – School-Based Social-Emotional Behavior Health

This action demonstrated somewhat effective implementation. There were meaningful improvements in student-reported support from adults (Q4 increased from 79% to 90%) and trust (Q3 from 83% to 88%), suggesting SEL interventions and increased access to mental health professionals are making a difference. However, suspension rates rose slightly and unduplicated student groups still show a higher suspension rate than “all” students.

Action 2.5 – Items not funded from LCFF Supplemental

This action is not evaluated for effectiveness as it does not contribute toward supplemental goal metrics and was identified as a placeholder for tracking non-contributing expenditures.

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

There are no changes to Goal 2 or the metrics.

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

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Positive School Climate & Support	Full implementation of research-based Positive Behavior Intervention & Supports (PBIS) district-wide.	\$189,901.00	Yes

Action #	Title	Description	Total Funds	Contributing
		As part of our Multi-tiered System of Supports (MTSS) within PBIS, implement Restorative Practices at each school site. 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. Gather information from fourth through eighth grade students in the areas of self awareness, growth mindset, self management, social awareness, relationship skills, civic mindset and social support in order to determine levels of school connectedness and engagement.		
2.2	Attendance Supports & Services	Regularly monitor daily attendance in order to provide supports and services proactively, mitigating chronic absenteeism and loss of instruction. Communicate regularly with parents, meeting as often as necessary to support positive school attendance and identify solutions to barriers they may face.	\$104,078.00	Yes
2.3	School Based Social-Emotional Behavior Health	Provide increased school- based mental health therapy as part of our MTSS services. Maintain or increase Counselors, Social Worker, School Psychologists, and Interns to support students with academic, social-emotional, and behavioral needs. Increase the capacity of staff by providing professional learning opportunities, materials, and supplies. Per LREBG guidance: "Integrating evidence-based pupil supports to address other barriers to learning, and staff supports and training, such as the provision of health, counseling, or mental health services, access to school meal programs, before and after school programs, or programs to address pupil trauma and social-emotional learning, or referrals for support for family or pupil needs", funding from LREBG is included in this action to supply additional counseling support.	\$1,395,724.00	Yes
2.4	Increased Support Services & 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	\$1,269,440.00	Yes

Action #	Title	Description	Total Funds	Contributing
		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. Per LREBG guidance: "Integrating evidence-based pupil supports to address other barriers to learning, and staff supports and training, such as the provision of health, counseling, or mental health services, access to school meal programs, before and after school programs, or programs to address pupil trauma and social-emotional learning, or referrals for support for family or pupil needs," funding from LREBG is included in this action to maintain our social worker and increase psychologist staffing levels.		
2.5	Items not funded from LCFF Supplemental	This action identifies funding for services provided by the District to benefit our students. However, the funding identified here is non-LCFF Supplemental funds and is, therefore, considered "not contributing" and needs to be captured separately.	\$3,052,209.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Foster meaningful Parent & Community Engagement	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Dry Creek consistently receives positive feedback from our community engagement partners through our annual surveys with 87% of participants reporting that they feel the “district schools encourage parent involvement” and 82% of participants responding that they “feel the school and/or District values my participation or input in engagement opportunities.” After reviewing data from various sources, including the parent survey, LCAP review charts, and the local indicator 3 - Parent Engagement rubric review, we've gained insight into how we can foster meaningful parent participation. We've received representation from each school site, and this feedback has informed our planning efforts. Moving forward, we'll be increasing parent/family education, with a focus on supporting learning at home and helping parents understand how they can participate in their child's educational journey.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3A	Local Indicator #3 Parent Involvement Rubric: 1 - Exploration Phase 2 - Beginning Development 3 - Initial Implementation 4 - Full Implementation 5 - Full Implementation and Sustainability	2023-2024 Building Relationships: 4 Building Partnerships for Student Outcomes: 4 Seeking Input for Decision-Making: 4	2024-2025 Building Relationships: 4 Building Partnerships for Student Outcomes: 4	2025-2026 Building Relationships: 4 Building Partnerships for Student Outcomes: 4	2026-2027 Maintain 4 or higher in each of the three areas Building Relationships: Building Partnerships for Student Outcomes:	Maintained

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Seeking Input for Decision-Making: 4	Seeking Input for Decision-Making: 4	Seeking Input for Decision-Making:	
3B	Parent LCAP Survey	2023-2024 Q1: 87% of parents feel that District schools encourage parent involvement. Q2: 82% of parents feel that the school and/or District value(s) my participation or input in engagement opportunities. Q3: 95% of parents feel they are able to communicate with teachers/staff when needed. Q4: 87% of parents feel that District schools effectively communicate with parents regarding their child's progress.	2024-2025 Q1: 88% of parents feel that District schools encourage parent involvement. Q2: 79% of parents feel that the school and/or District value(s) my participation or input in engagement opportunities. Q3: 96% of parents feel they are able to communicate with teachers/staff when needed. Q4: 87% of parents feel that District schools effectively communicate with parents regarding their child's progress.	2025-2026 Q1: 88% of parents feel that District schools encourage parent involvement. Q2: 78% of parents feel that the school and/or District value(s) my participation or input in engagement opportunities. Q3: 96% of parents feel they are able to communicate with teachers/staff when needed. Q4: 88% of parents feel that District schools effectively communicate with parents regarding their child's progress.	2026-2027 Data Receive 80% rating or higher on survey items	Q1: 1% Q2: -4% Q3: 1% Q4: 1%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3C	Participation in Parent/Family Engagement & Education Opportunities	Adult English Courses were held and 64 parent/guardians from Dry Creek participated. Over 30 site family engagement and parent education events were held this school year.	Adult English Courses were held and parent/guardians from Dry Creek participated. Over 30 site family engagement and parent education events were held this school year.	Over 30 site and District family engagement and parent education events were held this school year.	Increase participation each year in our parent education and engagement events. Maintain or increase the opportunities provided.	Maintained

Goal Analysis [2025-26]

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Action 3.1 – Engagement Opportunities

Fully implemented. The district provided a range of school and district-level opportunities to increase parent and guardian engagement. Translated materials, family education presentations, and multiple participation options strengthened school-home partnerships.

Action 3.2 – Communication & Input

Fully implemented. A variety of communication platforms and feedback tools were used to collect and analyze input from families and advisory groups. Translation services ensured inclusivity, and survey data informed planning at both the district and site levels.

Action 3.3 – English Learner Family Support & Services

Fully implemented. Targeted services and outreach increased EL family participation and engagement in student learning. Strategies focused on fostering inclusive communication and culturally responsive support.

Action 3.4 – Items not funded from LCFF Supplemental

Fully implemented. Services supporting family engagement continued through alternative funding sources and were monitored separately from LCFF Supplemental actions.

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

Goal 3 included an increase in action 1 due to a price increase and was covered within the goal.

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

Actions Demonstrating Emerging Effectiveness or Somewhat Effective:

Action 3.1 – Engagement Opportunities:

This action shows somewhat effective implementation. While Local Indicator scores for building relationships, partnerships, and decision-making remained at a 4 (Full Implementation), Parent LCAP Survey results reveal both strengths and areas for improvement. Communication with teachers (96%) and regarding progress (88%) remains strong. However, parent perception around valuing their participation declined slightly from 82% two years ago to 78% this school year. While these are high survey ratings, our school should revisit how we offer families opportunities to provide input and how we communicate back on how we have used their feedback. Given the consistent implementation and strong turnout for site events and educational opportunities, the district is maintaining engagement but should consider targeted strategies to enhance feedback and two-way engagement.

Action 3.2 – Communication & Input:

The effectiveness of this action is emerging. While the district maintained a score of 4 for "Seeking Input for Decision-Making," indicating ongoing full implementation, 79% of families responding to the survey feel that the school or District values their input or engagement. This has been maintained for the last two years. Translation services and the use of surveys and advisory groups demonstrate a robust infrastructure for collecting input. Overall, the data suggest that, while communication mechanisms are in place, further refinement is needed to ensure that families feel their voices influence action within the school and District.

Actions Achieving Desired Outcomes:

Action 3.3 – English Learner Family Support & Services:

This action has demonstrated effectiveness. Participation in parent/family education opportunities remained strong, with over 30 site events and continued adult English courses offered. The effort to engage English learner families appears sustained and targeted. While EL-specific metrics in other areas may not have shown marked academic improvement, this action appropriately aligns with its goal of enhancing family connection and engagement.

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

Goal 3, Metric 3C has been modified to reflect District and Site engagement events only. The adult school no longer holds the English courses on our campus, however, our District still alerts our families and provides information to sign up for the courses.

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

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Engagement Opportunities	Provide school and District-wide engagement and educational opportunities for parents and guardians. Support access and participation for all parents and guardians through translated materials and presentations, education on school programs and supports, and a variety of ways to participate to encourage a partnership with school staff.	\$45,204.00	Yes
3.2	Communication & Input	Use a variety of ways to communicate with our parents and community both formally and informally. Use the preferred methods of communication as identified by engagement partner input. We seek to communicate through a variety of mediums. 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 school 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. Translation services are utilized to ensure language barriers do not impede communication or input capabilities with our families.	\$79,684.00	Yes
3.3	English Learner Family Support & Services	Provide appropriate and meaningful supports and services to English learner families in order to maximize participation and engagement in our EL student's education.	\$13,958.00	Yes
3.4	Items not funded from LCFF Supplemental	This action identifies funding for services provided by the District to benefit our students. However, the funding identified here is non-LCFF Supplemental funds and is, therefore, considered "not contributing" and needs to be captured separately.	\$4,500.00	No

Goals and Actions

Goal

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

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)

An explanation of why the LEA has developed this goal.

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.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4A	Williams Audit - Instructional Materials Students with access to standards-aligned instructional materials.	2023-2024 100% Compliance	2024-2025 100% Compliance	2025-2026 100% Compliance	2026-2027 100% Compliance	Maintained 100% compliance
4B	Class Size Target Ratios: Maintain or decrease TK-3 24:1 4-5 30:1 6-8 32:1	2023-2024 TK-3 24:1 4-5 30:1 6-8 32:1	2024-2025 TK-3 24:1 4-5 30:1 6-8 32:1	2025-2026 TK-3 24:1 4-5 30:1 6-8 32:1	2026-2027 TK-3 24:1 4-5 30:1 6-8 32:1	Maintained baseline
4C	Kindergarten/1st Grade Combination Classes	2023-2024	2024-2025	2025-2026	2026-2027	Maintained baseline

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Number of Kindergarten/1st Grade Combination classes: 0	Number of Kindergarten/1st Grade Combination classes: 0	Number of Kindergarten/1st Grade Combination classes: 0	0 K/1 Combination Classes	
4D	FIT Inspection: Facilities meeting "Good Repair"	2023-2024 ACMS % and Rating 93.76 Good AM % and Rating 94.69 Good BR % and Rating 94.10 Good CR % and Rating 93.9 Good CVR % and Rating 98.66 Good HO % and Rating 96.51 Good OL % and Rating 93.06 Good QG % and Rating 96.81 Good SMS % and Rating 92.16 Good	2024-2025 ACMS % and Rating 94.70 Good AM % and Rating 94.06 Good BR % and Rating 93.75 Good CR % and Rating 97.92 Good CVR % and Rating 99.11 Good HO % and Rating 93.56 Good OL % and Rating 93.06 Good QG % and Rating 97.79 Good SMS % and Rating 97.01 Good	2025-2026 ACMS % and Rating 95.83 Good AM % and Rating 94.81 Good BR % and Rating 96.87 Good CR % and Rating 97.92 Good CVR % and Rating 97.77 Good HO % and Rating 96.51 Good OL % and Rating 97.92 Good QG % and Rating 96.90 Good SMS % and Rating 97.32 Good	2026-2027 All sites meeting "Good Repair" or better	All sites meeting the same rating: GOOD Repair

Goal Analysis [2025-26]

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Action 4.1 – Instructional Materials

Fully implemented. Regular inventory and audits ensured all students had access to the necessary hard copy and digital instructional materials to support learning across grade levels.

Action 4.2 – Class Size Targets

Fully implemented. Class sizes target averages were maintained at or below district targets (TK–3: 24:1, Grades 4–5: 30:1, Grades 6–8: 32:1) to maximize student learning time and instructional quality.

Action 4.3 – Minimize K/1 Combo

Fully implemented. The district reduced the number of combination Kindergarten/Grade 1 classes to support age-appropriate learning environments and instructional consistency.

Action 4.4 – Safe & Orderly Schools

Fully implemented. Annual FIT inspections and the Facilities/Maintenance team ensured that learning environments were clean, safe, and operational. Maintenance needs were proactively addressed using a centralized system, and safety plans were updated at each site.

Action 4.5 – Items not funded from LCFF Supplemental

Fully implemented. Facilities and safety-related services were supported through non-LCFF Supplemental funds, ensuring continuity of essential operational functions.

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.

Action 4.1: Mathematics adoption was approved late in the year and the materials will not be received until next year. The spending is pushed to 2026/27. Action 4.5: saw savings from vacancies and leaves.

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

Based on our analysis of metrics and outcomes, the implementation of actions demonstrated consistent and sustained effectiveness in maintaining high standards aligned to Goal 4. Quantitative data affirms the district's ability to preserve the quality of foundational systems that support student learning and campus operations.

Action 4.1 – Instructional Materials

This action maintained full effectiveness. The district achieved 100% compliance with the Williams Audit for multiple years, ensuring all students have uninterrupted access to standards-aligned instructional materials. This reflects a well-established and consistently monitored system of inventory and resource allocation.

Action 4.2 – Class Size Targets

This action continued to meet expectations. Class size ratios remained steady (TK–3 at 24:1, 4–5 at 30:1, and 6–8 at 32:1), demonstrating the district's ongoing commitment to manageable class sizes and equitable access to teacher support. The ability to preserve these targets highlights effective staffing and enrollment planning.

Action 4.3 – Minimize K/1 Combo

This action remained effective with zero Kindergarten/1st Grade combination classes reported in both 2023–2024, 2024–2025, and the current year. This stability reflects the district's continued focus on supporting developmentally appropriate grade configurations in early education.

Actions Demonstrating Continued Progress

Action 4.4 – Safe & Orderly Schools

Facilities maintenance and safety systems continue to function effectively across all campuses. FIT inspection scores remained in the "Good" range districtwide, with most schools showing slight year-over-year improvement. For example, Heritage Oak Elementary improved from

93.56% to 96.51%. The average FIT score was 96.87%. Continued use of the preventative maintenance system and ongoing FIT evaluations support the district's goal of maintaining safe, efficient, and orderly learning environments.

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

There are no planned changes for Goal 4 or the metrics.

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

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Instructional Materials	Ensure all students have access to hard copy and electronic instructional materials through regular inventory and audit.	\$2,645,351.00	No
4.2	Class Size Targets	Maintain or decrease target ratios for class size TK-8 to maximize instructional and learning time. TK-3 24:1 4-5 30:1 6-8 32:1	\$2,124,342.00	Yes
4.3	Minimize K/1 Combo	Minimize the number of Kindergarten/First grade combination classes.	\$338,136.00	Yes
4.4	Safe & Orderly Schools	Yearly our FIT inspection provides a list of items to prioritize as we strive to be efficient, and effective, and keep our schools safe and in good working order. 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	\$8,085,092.00	No

Action #	Title	Description	Total Funds	Contributing
		reviews as necessary. Yearly, each school site updates its School Site Safety Plan.		
4.5	Items not funded from LCFF Supplemental	This action identifies funding for services provided by the District to benefit our students. However, the funding identified here is non-LCFF Supplemental funds and is, therefore, considered "not contributing" and needs to be captured separately.	\$35,984,568.00	No

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
\$7,348,128	\$0

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
9.990%	0.240%	\$172,967.50	10.230%

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

Required Descriptions

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.1	Action: Professional Learning & Standards Implementation Need: 2025-2026 Data Data Quest report 95.25% Compliance - Highly Qualified Staff 2024-2025 Dashboard ELA	Ensuring every unduplicated student has the most highly qualified and appropriately assigned teacher provides them with a distinct advantage during their school years. In the research brief prepared by Grover J. Whitehurst, Ph.D. for the U.S. Department of Education, evidence shows the impact of highly qualified teachers and increased student outcomes. We anticipate growth in each of these groups because we have provided intensive and focused professional development intended to	Professional Development Survey, Student Achievement Data

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	All 7.9 American Indian or Alaskan Native -19.7 Asian 16.1 Black or African American -19 Filipino 44.3 Hispanic -3.9 Pacific Islander -19.7 White 12.1 Two or More Races 11.1 Socio-economically Disadvantaged -13.7 English Learner -20.7 Students With Disabilities -73.5 Foster Youth ** student group too small for scoring Homeless-63.9 LTEL -48.5 2024-2025 CAASPP ELA Overall 54.25% SWD 20.38% FY ** student group too small for scoring SED 45.58% EL 16.47% 3rd Grade ELA 48.32% 4th Grade ELA 54.57% 5th Grade ELA 57.13% 6th Grade ELA 52.56% 7th Grade ELA 58.84% 8th Grade ELA 53.7%	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 support to help these students achieve greater success. The California Department of Education (CDE) believes that the teacher is at the heart of student academic success and, therefore, key to improving the achievement of low-income and minority students and being more closely aligned with their peers. Appropriately credentialed teachers have a deep understanding of the content they teach, have been trained in various instructional strategies, and are in the best position to aid California students in reaching academic proficiency. Furthermore, as emphasized in the Teacher Equity Plan, California State Board of Education & State Superintendent of Public Instruction (September 2010), "A teacher, who is appropriately credentialed, has a deep understanding of the content he or she teaches, and has been trained in a variety of instructional strategies, is in the best position to aid California students in reaching academic proficiency. The	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	2024-2025 Dashboard Math All -15.8 American Indian or Alaskan Native -75.4 Asian -12.8 Black or African American -59.9 Filipino 28.3 Hispanic -33.4 Pacific Islander -43.8 White -5.3 Two or More Races -13.8 Socio-economically Disadvantaged -37.1 English Learner -39.4 Students With Disabilities -102 Foster Youth ** student group too small for scoring Homeless -83.3 LTEL -91.6 2024-2025 CAASPP Math Overall 45.32% SWD 14.65% FY ** student group too small for scoring SED 35.86% EL 17.21% 3rd Grade Math 50.48% 4th Grade Math 53.27% 5th Grade Math 42.68% 6th Grade Math 41.28% 7th Grade Math 40.83% 8th Grade Math 44.18%	SBE and the CDE are committed to ensuring that highly qualified, experienced, and effective teachers are accessible to all students, regardless of ethnicity or socioeconomic status. Our goal is to staff all school sites with highly qualified staff and will implement on LEA wide basis, to ensure not only our unduplicated, but all students benefit.	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide		
1.2	Action: Increased Time to Learn Need: 2024-2025 Dashboard ELA All 7.9 American Indian or Alaskan Native -19.7 Asian 16.1 Black or African American -19 Filipino 44.3 Hispanic -3.9 Pacific Islander -19.7 White 12.1 Two or More Races 11.1 Socio-economically Disadvantaged -13.7 English Learner -20.7 Students With Disabilities -73.5 Foster Youth ** student group too small for scoring Homeless -63.9 LTEL -48.5 2024-2025 Dashboard Math All -15.8 American Indian or Alaskan Native -75.4 Asian -12.8 Black or African American -59.9 Filipino 28.3 Hispanic -33.4	The principles and practices of a MTSS are based upon what research has shown to be effective in both creating successful and sustainable system change as well as what is necessary in providing the most effective instruction to all students. The MTSS framework is designed to address the academic and behavioral needs of every student, regardless of whether the students are struggling or have advanced learning needs. 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, as well as, individual and group tutoring. These research-based Tiered Systems of Support, 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 and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Pacific Islander -43.8 White -5.3 Two or More Races -13.8 Socio-economically Disadvantaged -37.1 English Learner -39.4 Students With Disabilities -102 Foster Youth ** student group too small for scoring Homeless -83.3 LTEL -91.6 Scope: LEA-wide		
1.3	Action: English Language Supports & Services Need: Scope: LEA-wide		
1.4	Action: Technology Access & Integration Need: Some students may lack familiarity with technology or have limited exposure to digital devices. Therefore, providing training and support in digital literacy skills is crucial to ensure that all students can effectively navigate online platforms, use educational software, and leverage technology for learning	Over the last several years, we have focused efforts on integrating technology into our teaching and learning, while increasing access for students. With an increase to Library Media Techs, technology support services staff, and students have additional support on each campus, helping to eliminate barriers to access and learning that impact many of our unduplicated students. Our Technology Director has worked with an integration team to develop a grade level technology plan, and with the Educational	Number of Library Media Technicians (LMT), Hotspots, student use of technology in the classroom, student/teacher feedback

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	purposes. Providing these devices can ensure equitable access to online resources and enable students to complete assignments, access educational materials, and participate in virtual learning environments. Yearly our families report their need to have internet access and we provide hotspots to them, giving students access to their education at home. Scope: LEA-wide	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. Information collected from our families during registration resulted in 20 hotspots being dispersed to our families in need.	
1.5	Action: College & Career Readiness Need: 2024-2025 CAASPP ELA Overall 54.25% SWD 20.38% FY ** student group too small for scoring SED 45.58% EL 16.47% 3rd Grade ELA 48.32% 4th Grade ELA 54.57% 5th Grade ELA 57.13% 6th Grade ELA 52.56% 7th Grade ELA 58.84%	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 and have found 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. Of the 1,181 students enrolled, 590 are classified as low income, while 379 are English Learner students. These figures underscore our	Number of EL, FY and SED students enrolled in and having access to a Broad Course of Study/college and career aligned courses

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	8th Grade ELA 53.7% 2024-2025 Dashboard ELA All 7.9 American Indian or Alaskan Native -19.7 Asian 16.1 Black or African American -19 Filipino 44.3 Hispanic -3.9 Pacific Islander -19.7 White 12.1 Two or More Races 11.1 Socio-economically Disadvantaged -13.7 English Learner -20.7 Students With Disabilities -73.5 Foster Youth ** student group too small for scoring Homeless -63.9 LTEL -48.5 2024-2025 CAASPP Math Overall 45.32% SWD 14.65% FY ** student group too small for scoring SED 35.86% EL 17.21% 3rd Grade Math 50.48% 4th Grade Math 53.27% 5th Grade Math 42.68% 6th Grade Math 41.28% 7th Grade Math 40.83% 8th Grade Math 44.18%	commitment, as we strive to provide all students with access to a broad course of study and necessary supports for academic success. Due to the success of these programs and alignment with the high school, the course are offered on an LEA wide basis.	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	2024-2025 Dashboard Math All -15.8 American Indian or Alaskan Native -75.4 Asian -12.8 Black or African American -59.9 Filipino 28.3 Hispanic -33.4 Pacific Islander -43.8 White -5.3 Two or More Races -13.8 Socio-economically Disadvantaged -37.1 English Learner -39.4 Students With Disabilities -102 Foster Youth ** student group too small for scoring Homeless -83.3 LTEL -91.6 Scope: LEA-wide		
1.7	Action: Multi-Tier Systems of Supports (MTSS)-Academic Need: 2024-2025 Dashboard ELA All 7.9 American Indian or Alaskan Native -19.7 Asian 16.1	The district will develop and implement processes in which staff disaggregate and analyze data, evaluate student progress, and identify actions to mitigate barriers for student groups experiencing inequities—specifically focusing on English Learners, Foster Youth, and Low-Income students. These processes aim to eliminate disparities in educational outcomes by informing targeted supports and system-level improvements.	Student achievement data on the Dashboard, CAASPP and District Assessments, Screeners

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Black or African American -19 Filipino 44.3 Hispanic -3.9 Pacific Islander -19.7 White 12.1 Two or More Races 11.1 Socio-economically Disadvantaged -13.7 English Learner -20.7 Students With Disabilities -73.5 Foster Youth ** student group too small for scoring Homeless -63.9 LTEL -48.5 2024-2025 Dashboard Math All -15.8 American Indian or Alaskan Native -75.4 Asian -12.8 Black or African American -59.9 Filipino 28.3 Hispanic -33.4 Pacific Islander -43.8 White -5.3 Two or More Races -13.8 Socio-economically Disadvantaged -37.1 English Learner -39.4 Students With Disabilities -102 Foster Youth ** student group too small for scoring Homeless -83.3 LTEL -91.6	Implementing this work on an LEA-wide basis is the most effective use of funds because unduplicated students are enrolled throughout the district, and consistent data practices are essential for identifying and addressing systemic barriers. A site-by-site approach was considered but determined to be less effective, as it would result in inconsistent practices and inequitable access to interventions. This action supports the district's goal of increasing academic achievement and access to learning opportunities for unduplicated students. Research from the Data Quality Campaign and Learning Policy Institute supports the use of disaggregated data systems as critical tools in identifying opportunity gaps and driving equity-focused improvement efforts.	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Most student groups continue to fall below the Overall or All student groups on the CAASPP and Dashboard respectively. Specifically, our SWD, SED, EL African American, and Homeless/Foster Youth groups. Scope: LEA-wide		
1.8	Action: Instructional Planning Need: ELA, Math, K-2 Data, ELPI and Universal Screeners show the need for robust, rigorous Tier 1 lessons and additional Tier 2 and Tier 3 support lessons. ELA: Kinder - ELA Uppercase Letter ID 99% Lowercase Letter ID 99% Consonant Sounds 97% High Frequency Words 92% 1st Grade - ELA Comprehension Fiction 78% Comprehension Informational 78% DC Early Literacy Screener 82% 2nd Grade - ELA Comprehension Fiction 85% Comprehension Informational 49%	To support the implementation of high-impact instructional strategies and effective integration of technology, dedicated planning time is being provided for our grades 1–3 teaching staff. This strategic investment ensures that educators have the necessary time to thoughtfully design, align, and refine lessons that meet rigorous academic standards and address diverse student needs. Research from the California Collaborative for Educational Excellence (CCEE) underscores the critical role of structured teacher collaboration and planning in improving instructional quality and student outcomes. According to CCEE, providing teachers with regular opportunities to plan and reflect enhances instructional coherence and increases the effectiveness of pedagogical approaches, particularly for historically underserved student populations. Although this initiative is designed to close opportunity gaps for our unduplicated student groups—including English learners, foster youth, and low-income students—the benefits of improved instructional design extend to all learners. As such, this planning time is	Universal Screeners, PLC formative and summative data analysis, District Assessments, CAASPP, Dashboard

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Math: Kinder - Math Number ID 96% Addition Facts 96% Subtraction Facts 95% 1st Grade - Math End of Year Summative 72% 2nd Grade - Math End of Year Summative 77% 2024-2025 CAASPP ELA Overall 54.25% SWD 20.38% FY ** student group too small for scoring SED 45.58% EL 16.47% 3rd Grade ELA 48.32% 2024-2025 CAASPP Math Overall 45.32% SWD 14.65% FY ** student group too small for scoring SED 35.86% EL 17.21% 3rd Grade Math 50.48% 2024-2025 Dashboard ELPI: 63% Increased 4.5%	implemented on an LEA-wide basis to foster equity and academic excellence across our entire student population.	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	LTEL 2025-2026 Dashboard 66.7% Increased 8.5% Scope: LEA-wide		
2.1	Action: Positive School Climate & Support Need: 2024-2025 Dashboard - Suspension Rate All 2.6% American Indian or Alaskan Native *% Asian 1.6% Black or African American 7.7% Filipino 1.9% Hispanic 2.5% Pacific Islander 1.50% White 2.6% Two or More Races 3% Socio-economically Disadvantaged 3.1% English Learner 2.6% Students With Disabilities 5.7% Foster Youth 17.90% Homeless 7.10% LTEL 7.20% Unduplicated pupils (EL, SED) have higher rate than "All" students 2025-2026 Survey Data Q1: 84% of students feel like they belong at school.	Supporting the whole child is a priority in DCJESD and we pride ourselves on the well-developed systems in place to do so. We have worked very hard the last several years to develop and fully implement a robust MTSS model at each school site and at the District level. As defined by CDE, "MTSS is an integrated, comprehensive framework that focuses on CCSS, core instruction, differentiated learning, student centered learning, individualized student needs, and the alignment of systems necessary for all students' academic, behavioral, and social success." As such, MTSS encompasses both Rtl and PBIS, and systematically addresses support for all students. Because of the tiered level of supports staff have the ability to meet the needs of our unduplicated students, as many require interconnected supports to be successful. Since MTSS is a framework that brings together both Rtl 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."Rtl is an approach that focuses on individual students who are struggling academically and pulls together resources from	Suspension Rate, Expulsion Rate, SWIS, Aeries Analytics, PBIS TFI Scores

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Q2: 98% of students report having friends at school. Q3: 90% report having at least one adult at school that I can trust. Q4: 92% of students report adults at school support me when I need help. Q5: 71% of students report never being bullied (average of electronic, physical and verbal) PBIS Tiered Fidelity Inventory (TFI) - Tier 1 ACMS 90% AM 93% BR 100% CR 97% CVR 93% HO 97% OL 97% QG 100% SMS 90% Scope: LEA-wide	the LEA, school, and community to promote students' success before they fall behind. It is systematic and data-driven with tiered levels of intervention to benefit every student. PBIS is an approach that focuses on the emotional and behavioral learning of students, which leads to an increase in engagement and a decrease in problematic behavior over time. It assists the LEA in adopting and organizing evidence-based behavioral interventions that improve social and emotional behavior outcomes for all students."	
2.2	Action: Attendance Supports & Services Need: 2024-2025 Dashboard Chronic Absenteeism All 14.10% American Indian or Alaskan Native 16.7%	To address these persistent challenges, a district-wide continuous improvement model has been instituted, encompassing all school sites. This model identifies and implements effective change practices tailored to tackle absenteeism issues. Some of these practices, instituted this school year, include ensuring the fidelity of absence letters and enhancing communication, conducting	Chronic Absenteeism, Daily Attendance, Site Data

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Asian 9.3% Black or African American 22.70% Filipino 9.5% Hispanic 17.9% Pacific Islander 19% White 19.9% Two or More Races 14% Socio-economically Disadvantaged 18.5% English Learner 12.60% Students With Disabilities 21.80% Foster Youth 28% Homeless 33.20% LTEL 16.3% Scope: LEA-wide	school attendance review team meetings and establishing contracts, addressing specific home-to-school barriers, boosting student incentives and engagement, and providing targeted parent education for our youngest learners. Due to the fidelity of these practices, we have seen an 8% decrease in CA over this school year. Moving forward, we are committed to implementing these proven strategies, along with those identified by individual school sites in their Single Plan for Student Achievement, to sustain the momentum of success and foster a culture of regular attendance district-wide, as this is positive and needed not only for unduplicated students but all at risk students.	
2.3	Action: School Based Social-Emotional Behavior Health Need: 2024-2025 Dashboard - Suspension Rate All 2.6% American Indian or Alaskan Native *% Asian 1.6% Black or African American 7.7% Filipino 1.9% Hispanic 2.5% Pacific Islander 1.50% White 2.6% Two or More Races 3% Socio-economically Disadvantaged 3.1% English Learner 2.6%	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	Chronic Absenteeism, Suspension Rate, SWIS, Aeries Analytics

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Students With Disabilities 5.7% Foster Youth 17.90% Homeless 7.10% LTEL 7.20% Unduplicated pupils (EL, SED) have higher rate than "All" students 2024-2025 Dashboard Chronic Absenteeism All 14.10% American Indian or Alaskan Native 16.7% Asian 9.3% Black or African American 22.70% Filipino 9.5% Hispanic 17.9% Pacific Islander 19% White 19.9% Two or More Races 14% Socio-economically Disadvantaged 18.5% English Learner 12.60% Students With Disabilities 21.80% Foster Youth 28% Homeless 33.20% LTEL 16.3% 2025-2026 Survey Data Q1: 84% of students feel like they belong at school. Q2: 98% of students report having friends at school. Q3: 90% report having at least one adult at school that I can trust.	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 and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Q4: 92% of students report adults at school support me when I need help. Q5: 71% of students report never being bullied (average of electronic, physical and verbal) Scope: LEA-wide		
2.4	Action: Increased Support Services & Staffing Need: 2024-2025 Dashboard - Suspension Rate All 2.6% American Indian or Alaskan Native *% Asian 1.6% Black or African American 7.7% Filipino 1.9% Hispanic 2.5% Pacific Islander 1.50% White 2.6% Two or More Races 3% Socio-economically Disadvantaged 3.1% English Learner 2.6% Students With Disabilities 5.7% Foster Youth 17.90% Homeless 7.10% LTEL 7.20% Unduplicated pupils (EL, SED) have higher rate than "All" students	We have found that many of our unduplicated students need social-emotional support in school. As a District, we will focus on building positive school climate in order to engage students and increase attendance. By providing research based, Positive Behavioral Intervention and Supports (PBIS) structures in our schools along with increased counseling services we enable our most at-risk students to have the much needed social-emotional and behavioral supports. Providing increased health services directly supports our LI/FY and Homeless students who may have experienced the lack of medical care and follow up. Increasing health and psychology services to support the social, physical and mental health needs of our at-risk students will better enable these students to access learning and experience success in school. Each of these activities is supported by literature that indicates the positive effects of a comprehensive system of support for students most in need. 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.	Dashboard CA and Suspension, Site Attendance Review Team (SART) Contracts, Homeless Youth (HY) and Foster Youth (FY) monitoring by Social Worker

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	2024-2025 Dashboard Chronic Absenteeism All 14.10% American Indian or Alaskan Native 16.7% Asian 9.3% Black or African American 22.70% Filipino 9.5% Hispanic 17.9% Pacific Islander 19% White 19.9% Two or More Races 14% Socio-economically Disadvantaged 18.5% English Learner 12.60% Students With Disabilities 21.80% Foster Youth 28% Homeless 33.20% LTEL 16.3% 2025-2026 Survey Data Q1: 84% of students feel like they belong at school. Q2: 98% of students report having friends at school. Q3: 90% report having at least one adult at school that I can trust. Q4: 92% of students report adults at school support me when I need help.		

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Q5: 71% of students report never being bullied (average of electronic, physical and verbal) Scope: LEA-wide		
3.1	Action: Engagement Opportunities Need: 2025-2026 Building Relationships: 4 Building Partnerships for Student Outcomes: 4 Seeking Input for Decision-Making: 4 As discussed by CDE, for years research has shown that strong family-school partnerships lead to improved student outcomes such as: social-emotional development, attendance, academics, lower suspension rates. Outcomes for our students are best achieved when families and schools work together, collaboratively and in an ongoing partnership that is focused on supporting improved learning and development outcomes. Feedback from families included wanting more educational opportunities. Survey data shows parents felt welcomed and valued. We will continue to foster these relationships and build parent capacity.	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. Research from the Dual Capacity-Building Framework and the California Family Engagement Toolkit supports the connection between strong family partnerships and improved student outcomes, especially for English Learners, Low-Income students, and Foster Youth. 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.	Parent survey and feedback collected at community/site meetings, Indicator #3 Rubric scores

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide		
3.2	Action: Communication & Input Need: As discussed by CDE, for years research has shown that strong family-school partnerships lead to improved student outcomes such as: social-emotional development, attendance, academics, lower suspension rates. Outcomes for our students are best achieved when families and schools work together, collaboratively and in an ongoing partnership that is focused on supporting improved learning and development outcomes. 2025-2026 Q1: 89% of parents feel that District schools encourage parent involvement. Q2: 78% of parents feel that the school and/or District value(s) my participation or input in engagement opportunities. Q3: 96% of parents feel they are able to communicate with teachers/staff when needed. Q4: 88% of parents feel that District schools effectively communicate with parents regarding their child's progress.	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 (pg. 66, Action 3.1), increased parent engagement directly correlates with increased student engagement and achievement. Both the Dual Capacity-Building Framework and the California Family Engagement Toolkit emphasize that intentional, research-based family engagement strategies contribute significantly to student success. Outreach efforts that are grounded in trust, cultural relevance, and alignment with academic goals have a powerful impact on educational outcomes. These strategies help increase student motivation and engagement, improve academic performance—particularly in areas such as literacy and math—and strengthen the overall school climate by fostering strong community ties. Moreover, they play a vital role in promoting equity by empowering all families to participate meaningfully in their children's education. 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.	Parent Survey, Indicator #3 Rubric, site feedback

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide		
4.2	Action: Class Size Targets Need: 2024-2025 TK-3 24:1 4-5 30:1 6-8 32:1 Scope: LEA-wide	Some of our children come to us speaking little to no English, while others come to us speaking English, however, with limited exposure to schooling or academic support. Given the number of unduplicated students we serve, it is important to maximize instructional time and support. Research shows positive effects of small class sizes are strongest for elementary school students, and they become more powerful and enduring the longer students are in smaller classes. Specifically, staff assert that maintaining smaller class sizes and eliminating combination classes, increases their ability to identify and track student learning and differentiate instruction in response to student needs in a more effective manner. The class targets and elimination of K/1 combination classes will be implemented LEA wide.	CAASPP, Dashboard, District Assessment Data
4.3	Action: Minimize K/1 Combo Need: 2024-2025 Number of Kindergarten/1st Grade Combination classes: 0 Scope: LEA-wide	Some of our children come to us speaking little to no English, while others come to us speaking English, however, with limited exposure to schooling or academic support. Given the number of unduplicated students we serve, it is important to maximize instructional time and support. Research shows positive effects of small class sizes are strongest for elementary school students, and they become more powerful and enduring the longer students are in smaller classes. Specifically, staff assert that maintaining smaller class sizes and eliminating combination	District Assessments for early literacy and math skills

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		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.	

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
1.5	Action: College & Career Readiness Need: 2024-2025 Dashboard ELA All 7.9 American Indian or Alaskan Native -19.7 Asian 16.1 Black or African American -19 Filipino 44.3 Hispanic -3.9 Pacific Islander -19.7 White 12.1 Two or More Races 11.1 Socio-economically Disadvantaged -13.7 English Learner -20.7 Students With Disabilities -73.5	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	ELPI Dashboard Indicator

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Foster Youth ** student group too small for scoring Homeless-63.9 LTEL -48.5 2024-2025 Dashboard ELPI: 63% Increased 4.5% LTEL 2025-2026 Dashboard 66.7% Increased 8.5% RFEP 10% (156 students) Scope: Limited to Unduplicated Student Group(s)	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 10% (156) 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.	
1.6	Action: Foster Youth Supports & Services Need: Many Foster Youth students have experienced trauma and instability. These experiences have profound effects on their ability to focus, learn and form relationships. They also may have experienced frequent change in schools and disruption to their education. Our Foster Youth students tend to have higher rate of absenteeism and suspension than our "all" student group. Scope:	Foster Youth benefit from tailored supports and interventions in school to address their academic, social, and emotional needs. These supports may include access to mental health services, individualized academic support, stable and caring relationships with adults, and opportunities for peer connection and belonging. By providing these supports, schools can help foster youth overcome obstacles, build resilience, and achieve their full potential academically and socially.	Dashboard, District Data

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Limited to Unduplicated Student Group(s)		
3.3	Action: English Learner Family Support & Services Need: Dashboard ELA 2024-2025 All 7.9 American Indian or Alaskan Native 19.7 Asian 16.1 Black or African American -19 Filipino 44.3 Hispanic -3.9 Pacific Islander -19.7 White 12.1 Two or More Races 11.1 Socio-economically Disadvantaged -13.7 English Learner -20.7 Students With Disabilities -73.5 Foster Youth ** student group too small for scoring Homeless -63.9 LTEL -48.5 Scope: Limited to Unduplicated Student Group(s)	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. 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 10% (156) 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 reach higher levels of proficiency, other struggling students and families will benefit from these actions and therefore, we will implement on an LEA wide basis.	DELAC/ELAC feedback, parent survey data, feedback on parent education opportunities, student data, parents participating in educational events

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

N/A: DCJESD used only expenditures to meet the increased and improved services.

Additional Concentration Grant Funding

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

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		

2026-27 Total Planned Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	\$73,551,601	\$7,348,128	9.990%	0.240%	10.230%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$51,859,866.00	\$9,175,324.00	\$3,223,143.00	\$253,063.00	\$64,511,396.00	\$52,753,839.00	\$11,757,557.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Professional Learning & Standards Implementation	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$865,179.00	\$155,804.00	\$855,802.00	\$165,181.00	\$0.00	\$0.00	\$1,020,983.00	
1	1.2	Increased Time to Learn	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$83,655.00	\$147,286.00	\$230,941.00	\$0.00	\$0.00	\$0.00	\$230,941.00	
1	1.3	English Language Supports & Services	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$270,634.00	\$39,908.00	\$310,542.00	\$0.00	\$0.00	\$0.00	\$310,542.00	
1	1.4	Technology Access & Integration	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Specific Schools: Antelope Crossing Middle, Silverado Middle, Creekview Ranch 6-8		\$0.00	\$14,270.00	\$14,270.00	\$0.00	\$0.00	\$0.00	\$14,270.00	
1	1.5	College & Career Readiness	English Learners	Yes	LEA-wide Limited to Unduplicated Student Group(s)	English Learners	All Schools		\$1,271,711.00	\$119,115.00	\$1,224,451.00	\$166,375.00	\$0.00	\$0.00	\$1,390,826.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.6	Foster Youth Supports & Services	Foster Youth	Yes	Limited to Unduplicated Student Group(s)	Foster Youth	All Schools		\$179,809.00	\$32,183.00	\$211,992.00	\$0.00	\$0.00	\$0.00	\$211,992.00	
1	1.7	Multi-Tier Systems of Supports (MTSS)-Academic	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$166,574.00	\$57,336.00	\$223,910.00	\$0.00	\$0.00	\$0.00	\$223,910.00	
1	1.8	Instructional Planning	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Specific Schools: Heritage Oak, Antelope Meadows , Quail Glen, Olive Grove, Coyote Ridge, Barrett Ranch, Creekview Ranch 1-3		\$392,763.00	\$0.00	\$392,763.00	\$0.00	\$0.00	\$0.00	\$392,763.00	
1	1.9	Items not funded from LCFF Supplemental	All	No			All Schools		\$1,481,399.00	\$3,901,583.00	\$1,121,108.00	\$4,020,090.00	\$0.00	\$241,784.00	\$5,382,982.00	
2	2.1	Positive School Climate & Support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$29,701.00	\$160,200.00	\$189,901.00	\$0.00	\$0.00	\$0.00	\$189,901.00	
2	2.2	Attendance Supports & Services	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$50,000.00	\$54,078.00	\$104,078.00	\$0.00	\$0.00	\$0.00	\$104,078.00	
2	2.3	School Based Social-Emotional Behavior Health	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$1,276,787.00	\$118,937.00	\$632,792.00	\$762,932.00	\$0.00	\$0.00	\$1,395,724.00	
2	2.4	Increased Support Services & Staffing	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth	All Schools		\$1,269,440.00	\$0.00	\$805,066.00	\$464,374.00	\$0.00	\$0.00	\$1,269,440.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
						Low Income										
2	2.5	Items not funded from LCFF Supplemental	All	No			All Schools		\$2,963,461.00	\$88,748.00	\$1,202,364.00	\$1,565,349.00	\$273,217.00	\$11,279.00	\$3,052,209.00	
3	3.1	Engagement Opportunities	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$0.00	\$45,204.00	\$45,204.00	\$0.00	\$0.00	\$0.00	\$45,204.00	
3	3.2	Communication & Input	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$0.00	\$79,684.00	\$79,684.00	\$0.00	\$0.00	\$0.00	\$79,684.00	
3	3.3	English Learner Family Support & Services	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools		\$11,458.00	\$2,500.00	\$13,958.00	\$0.00	\$0.00	\$0.00	\$13,958.00	
3	3.4	Items not funded from LCFF Supplemental	All	No			All Schools		\$0.00	\$4,500.00	\$4,500.00				\$4,500.00	
4	4.1	Instructional Materials	All	No			All Schools		\$0.00	\$2,645,351.00	\$614,328.00	\$2,031,023.00	\$0.00	\$0.00	\$2,645,351.00	
4	4.2	Class Size Targets	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$2,122,833.00	\$1,509.00	\$2,124,342.00	\$0.00	\$0.00	\$0.00	\$2,124,342.00	
4	4.3	Minimize K/1 Combo	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Antelope Meadows , Barrett Ranch, Coyote Ridge, Heritage Oak, Olive Grove, Quail Glen, Creekview Ranch Kindergarten & First Grade		\$336,627.00	\$1,509.00	\$338,136.00	\$0.00	\$0.00	\$0.00	\$338,136.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
4	4.4	Safe & Orderly Schools	All	No			All Schools		\$3,997,240.00	\$4,087,852.00	\$5,135,166.00	\$0.00	\$2,949,926.00		\$8,085,092.00	
4	4.5	Items not funded from LCFF Supplemental	All	No			All Schools		\$35,984,568.00	\$0.00	\$35,984,568.00	\$0.00	\$0.00	\$0.00	\$35,984,568.00	

2026-27 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
\$73,551,601	\$7,348,128	9.990%	0.240%	10.230%	\$7,797,832.00	0.000%	10.602 %	Total:	\$7,797,832.00
								LEA-wide Total:	\$7,571,882.00
								Limited Total:	\$1,450,401.00
								Schoolwide Total:	\$0.00

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 & Standards Implementation	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$855,802.00	
1	1.2	Increased Time to Learn	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$230,941.00	
1	1.3	English Language Supports & Services	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$310,542.00	
1	1.4	Technology Access & Integration	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Specific Schools: Antelope Crossing Middle, Silverado Middle, Creekview Ranch 6-8	\$14,270.00	
1	1.5	College & Career Readiness	Yes	LEA-wide Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$1,224,451.00	

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	1.6	Foster Youth Supports & Services	Yes	Limited to Unduplicated Student Group(s)	Foster Youth	All Schools	\$211,992.00	
1	1.7	Multi-Tier Systems of Supports (MTSS)- Academic	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$223,910.00	
1	1.8	Instructional Planning	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Specific Schools: Heritage Oak, Antelope Meadows, Quail Glen, Olive Grove, Coyote Ridge, Barrett Ranch, Creekview Ranch 1-3	\$392,763.00	
2	2.1	Positive School Climate & Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$189,901.00	
2	2.2	Attendance Supports & Services	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$104,078.00	
2	2.3	School Based Social-Emotional Behavior Health	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$632,792.00	
2	2.4	Increased Support Services & Staffing	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$805,066.00	
3	3.1	Engagement Opportunities	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$45,204.00	
3	3.2	Communication & Input	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$79,684.00	
3	3.3	English Learner Family Support & Services	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$13,958.00	
4	4.2	Class Size Targets	Yes	LEA-wide	English Learners Foster Youth	All Schools	\$2,124,342.00	

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 (%)
					Low Income			
4	4.3	Minimize K/1 Combo	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Antelope Meadows, Barrett Ranch, Coyote Ridge, Heritage Oak, Olive Grove, Quail Glen, Creekview Ranch Kindergarten & First Grade	\$338,136.00	

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$64,885,948.00	\$63,634,870.00

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 & Standards Implementation	Yes	\$958,561.00	\$1,056,577.00
1	1.2	Increased Time to Learn	Yes	\$309,820.00	\$183,748.00
1	1.3	Technology Access & Integration	Yes	\$273,802.00	\$268,694.00
1	1.4	College & Career Readiness	Yes	\$20,060.00	\$3,663.00
1	1.5	English Language Supports & Services	Yes	\$1,440,847.00	\$1,433,310.00
1	1.6	Foster Youth Supports & Services	Yes	\$175,996.00	\$176,008.00
1	1.7	Multi-Tier Systems of Supports (MTSS)- Academic	Yes	\$112,084.00	\$168,673.00
1	1.8	Instructional Planning	Yes	\$455,204.00	\$450,956.00
1	1.9	Items not funded from LCFF Supplemental	No	\$5,029,514.00	\$6,218,393.00
2	2.1	Positive School Climate & Support	Yes	\$109,611.00	\$110,769.00

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)
2	2.2	Attendance Supports & Services	Yes	\$9,789	\$10,271.00
2	2.3	School Based Social-Emotional Behavior Health	Yes	\$1,367,132.00	\$1,286,648.00
2	2.4	Increased Support Services & Staffing	Yes	\$921,920	\$1,000,874.00
2	2.5	Items not funded from LCFF Supplemental	No	\$3,493,745.00	\$3,574,617.00
3	3.1	Engagement Opportunities	Yes	\$2,154	\$6,221.00
3	3.2	Communication & Input	Yes	\$55,675.00	\$42,228.00
3	3.3	English Learner Family Support & Services	Yes	\$12,023.00	\$12,023.00
3	3.4	Items not funded from LCFF Supplemental	No	\$4,500.00	\$4,500.00
4	4.1	Instructional Materials	No	\$2,468,213.00	\$548,713.00
4	4.2	Class Size Targets	Yes	\$2,187,371.00	\$2,125,164.00
4	4.3	Minimize K/1 Combo	Yes	\$305,250.00	\$311,608.00
4	4.4	Safe & Orderly Schools	No	\$8,212,462.00	\$8,180,008.00
4	4.5	Items not funded from LCFF Supplemental	No	\$36,960,215.00	\$36,461,204.00

2025-26 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
\$7,412,118	\$7,504,985.00	\$7,412,153.00	\$92,832.00	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1	Professional Learning & Standards Implementation	Yes	\$958,561.00	\$ \$1,056,577.00		
1	1.2	Increased Time to Learn	Yes	\$309,820.00	\$183,748.00		
1	1.3	Technology Access & Integration	Yes	\$273,802.00	\$268,694.00		
1	1.4	College & Career Readiness	Yes	\$20,060.00	\$3,663.00		
1	1.5	English Language Supports & Services	Yes	\$1,268,927.00	\$1,266,531.00		
1	1.6	Foster Youth Supports & Services	Yes	\$175,996.00	\$176,008.00		
1	1.7	Multi-Tier Systems of Supports (MTSS)- Academic	Yes	\$112,084.00	\$168,673.00		
1	1.8	Instructional Planning	Yes	\$455,204.00	\$450,956.00		
2	2.1	Positive School Climate & Support	Yes	\$109,611.00	\$110,769.00		
2	2.2	Attendance Supports & Services	Yes	\$9,789.00	\$10,271.00		
2	2.3	School Based Social-Emotional Behavior Health	Yes	\$575,814.00	\$556,839.00		
2	2.4	Increased Support Services & Staffing	Yes	\$672,844.00	\$662,180.00		

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)
3	3.1	Engagement Opportunities	Yes	\$2,154.00	\$6,221.00		
3	3.2	Communication & Input	Yes	\$55,675.00	\$42,228.00		
3	3.3	English Learner Family Support & Services	Yes	\$12,023.00	\$12,023.00		
4	4.2	Class Size Targets	Yes	\$2,187,371.00	\$2,125,164.00		
4	4.3	Minimize K/1 Combo	Yes	\$305,250.00	\$311,608.00		

2025-26 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
72,084,374	\$7,412,118	0.240%	10.523%	\$7,412,153.00	0.000%	10.283%	\$172,967.50	0.240%

Local Control and Accountability Plan Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

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

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

Introduction and Instructions

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

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

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

- **NOTE:** As specified in EC Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to EC Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, EC

Section 52052 identifies long-term English learners as a separate and distinct pupil subgroup with a numerical significance at 15 students.

- Annually reviewing and updating the LCAP to reflect progress toward the goals (EC Section 52064[b][7]).
- Ensuring that all increases attributable to supplemental and concentration grant calculations, including concentration grant add-on funding and/or LCFF carryover, are reflected in the LCAP (EC sections 52064[b][6], [8], and [11]).

The LCAP template, like each LEA's final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which must: (a) reflect comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (Dashboard), (b) through meaningful engagement with educational partners that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a tool for engaging educational partners.

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

The revised LCAP template for the 2024–25, 2025–26, and 2026–27 school years reflects statutory changes made through Senate Bill 114 (Committee on Budget and Fiscal Review), Chapter 48, Statutes of 2023 and Senate Bill 153, Chapter 38, Statutes of 2024.

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA. LEAs may also provide information about their strategic plan, vision, etc.

Briefly describe the LEA, its schools, and its students in grades TK–12, as applicable to the LEA.

- For example, information about an LEA in terms of geography, enrollment, employment, the number and size of specific schools, recent community challenges, and other such information the LEA may wish to include can enable a reader to more fully understand the LEA's LCAP.
- LEAs may also provide information about their strategic plan, vision, etc.
- As part of this response, identify all schools within the LEA receiving Equity Multiplier funding.

Reflections: Annual Performance

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

Reflect on the LEA's annual performance on the Dashboard and local data. This may include both successes and challenges identified by the LEA during the development process.

LEAs are encouraged to highlight how they are addressing the identified needs of student groups, and/or schools within the LCAP as part of this response.

As part of this response, the LEA must identify the following, which will remain unchanged during the three-year LCAP cycle:

- Any school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard;
- Any student group within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard; and/or
- Any student group within a school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard.

EC Section 52064.4 requires that an LEA that has unexpended Learning Recovery Emergency Block Grant (LREBG) funds must include one or more actions funded with LREBG funds within the 2026-27, 2026-27 and 2027-28 LCAPs, as applicable to the LEA. To implement the requirements of EC Section 52064.4, all LEAs must do the following:

- For the 2025–26, 2026–27, and 2027–28 LCAP years, identify whether or not the LEA has unexpended LREBG funds for the applicable LCAP year.
 - If the LEA has unexpended LREBG funds the LEA must provide the following:
 - The goal and action number for each action that will be funded, either in whole or in part, with LREBG funds; and
 - An explanation of the rationale for selecting each action funded with LREBG funds. This explanation must include:
 - An explanation of how the action is aligned with the allowable uses of funds identified in [EC Section 32526\(c\)\(2\)](#); and
 - An explanation of how the action is expected to address the area(s) of need of students and schools identified in the needs assessment required by [EC Section 32526\(d\)](#).
 - For information related to the allowable uses of funds and the required needs assessment, please see the Program Information tab on the [LREBG Program Information](#) web page.
 - Actions may be grouped together for purposes of these explanations.
 - The LEA may provide these explanations as part of the action description rather than as part of the Reflections: Annual Performance.
 - If the LEA does not have unexpended LREBG funds, the LEA is not required to conduct the needs assessment required by EC Section 32526(d), to provide the information identified above or to include actions funded with LREBG funds within the 2026-27, 2026-27 and 2027-28 LCAPs.

Reflections: Technical Assistance

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

Annually identify the reason(s) the LEA is eligible for or has requested technical assistance consistent with EC sections 47607.3, 52071, 52071.5, 52072, or 52072.5, and provide a summary of the work underway as part of receiving technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance, however this also includes LEAs that have requested technical assistance from their COE.

- If the LEA is not eligible for or receiving technical assistance, the LEA may respond to this prompt as “Not Applicable.”

Comprehensive Support and Improvement

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

Schools Identified

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

- Identify the schools within the LEA that have been identified for CSI.

Support for Identified Schools

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

- Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

Monitoring and Evaluating Effectiveness

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

- Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Engaging Educational Partners

Purpose

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

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

Requirements

Requirements

School districts and COEs: [EC Section 52060\(g\)](#) and [EC Section 52066\(g\)](#) specify the educational partners that must be consulted when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Local bargaining units of the LEA,
- Parents, and
- Students

A school district or COE receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Before adopting the LCAP, school districts and COEs must share it with the applicable committees, as identified below under Requirements and Instructions. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP.

Charter schools: [EC Section 47606.5\(d\)](#) requires that the following educational partners be consulted with when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Parents, and
- Students

A charter school receiving Equity Multiplier funds must also consult with educational partners at the school generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for the school.

The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals. Information and resources that support effective engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the [CDE's LCAP webpage](#).

Before the governing board/body of an LEA considers the adoption of the LCAP, the LEA must meet the following legal requirements:

- For school districts, see [Education Code Section 52062](#);
 - **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).
- For COEs, see [Education Code Section 52068](#); and

- For charter schools, see [Education Code Section 47606.5](#).
- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

Instructions

Respond to the prompts as follows:

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Complete the table as follows:

Educational Partners

Identify the applicable educational partner(s) or group(s) that were engaged in the development of the LCAP.

Process for Engagement

Describe the engagement process used by the LEA to involve the identified educational partner(s) in the development of the LCAP. At a minimum, the LEA must describe how it met its obligation to consult with all statutorily required educational partners, as applicable to the type of LEA.

- A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.
- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

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

Describe any goals, metrics, actions, or budgeted expenditures in the LCAP that were influenced by or developed in response to the educational partner feedback.

- A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP.
- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.
- For the purposes of this prompt, this may also include, but is not necessarily limited to:
 - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
 - Inclusion of metrics other than the statutorily required metrics
 - Determination of the target outcome on one or more metrics
 - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
 - Inclusion of action(s) or a group of actions
 - Elimination of action(s) or group of actions
 - Changes to the level of proposed expenditures for one or more actions
 - Inclusion of action(s) as contributing to increased or improved services for unduplicated students
 - Analysis of effectiveness of the specific actions to achieve the goal
 - Analysis of material differences in expenditures
 - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
 - Analysis of challenges or successes in the implementation of actions

Goals and Actions

Purpose

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

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

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs must consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard, in determining whether and how to prioritize its goals within the LCAP. As previously stated, strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

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

- Focus Goal: A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
 - All Equity Multiplier goals must be developed as focus goals. For additional information, see Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding below.
- Broad Goal: A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- Maintenance of Progress Goal: A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

Requirement to Address the LCFF State Priorities

At a minimum, the LCAP must address all LCFF priorities and associated metrics articulated in *EC* sections 52060(d) and 52066(d), as applicable to the LEA. The [LCFF State Priorities Summary](#) provides a summary of *EC* sections 52060(d) and 52066(d) to aid in the development of the LCAP.

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

The description provided for a Focus Goal must be specific, measurable, and time bound.

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

Type of Goal

Identify the type of goal being implemented as a Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.
- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding

Description

LEAs receiving Equity Multiplier funding must include one or more focus goals for each school generating Equity Multiplier funding. In addition to addressing the focus goal requirements described above, LEAs must adhere to the following requirements.

Focus goals for Equity Multiplier schoolsites must address the following:

- (A) All student groups that have the lowest performance level on one or more state indicators on the Dashboard, and
- (B) Any underlying issues in the credentialing, subject matter preparation, and retention of the school's educators, if applicable.
- Focus Goals for each and every Equity Multiplier schoolsite must identify specific metrics for each identified student group, as applicable.
- An LEA may create a single goal for multiple Equity Multiplier schoolsites if those schoolsites have the same student group(s) performing at the lowest performance level on one or more state indicators on the Dashboard or, experience similar issues in the credentialing, subject matter preparation, and retention of the school's educators.
 - When creating a single goal for multiple Equity Multiplier schoolsites, the goal must identify the student groups and the performance levels on the Dashboard that the Focus Goal is addressing; or,

- The common issues the schoolsites are experiencing in credentialing, subject matter preparation, and retention of the school's educators, if applicable.

Type of Goal

Identify the type of goal being implemented as an Equity Multiplier Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.
- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.
- In addition to this information, the LEA must also identify:
 - The school or schools to which the goal applies

LEAs are encouraged to approach an Equity Multiplier goal from a wholistic standpoint, considering how the goal might maximize student outcomes through the use of LCFF and other funding in addition to Equity Multiplier funds.

- Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the Expanded Learning Opportunities Program (ELO-P), the Literacy Coaches and Reading Specialists (LCRS) Grant Program, and/or the California Community Schools Partnership Program (CCSPP).
- This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

Note: [EC Section 42238.024\(b\)\(1\)](#) requires that Equity Multiplier funds be used for the provision of evidence-based services and supports for students. Evidence-based services and supports are based on objective evidence that has informed the design of the service or support and/or guides the modification of those services and supports. Evidence-based supports and strategies are most commonly based on educational research and/or metrics of LEA, school, and/or student performance.

Broad Goal

Description

Describe what the LEA plans to achieve through the actions included in the goal.

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

Type of Goal

Identify the type of goal being implemented as a Broad Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA developed this goal and how the actions and metrics grouped together will help achieve the goal.

Maintenance of Progress Goal

Description

Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP.

- Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP.
- The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with educational partners, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Type of Goal

Identify the type of goal being implemented as a Maintenance of Progress Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain how the actions will sustain the progress exemplified by the related metrics.

Measuring and Reporting Results:

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes.

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.
- The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.
- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.
- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
 - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.
- **Required metrics for Equity Multiplier goals:** For each Equity Multiplier goal, the LEA must identify:
 - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or
 - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.
- **Required metrics for actions supported by LREBG funds:** To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include at least one metric to monitor the impact of each action funded with LREBG funds included in the goal.

- The metrics being used to monitor the impact of each action funded with LREBG funds are not required to be new metrics; they may be metrics that are already being used to measure progress towards goals and actions included in the LCAP.

Complete the table as follows:

Metric

- Enter the metric number.

Metric

- Identify the standard of measure being used to determine progress towards the goal and/or to measure the effectiveness of one or more actions associated with the goal.

Baseline

- Enter the baseline when completing the LCAP for 2024–25.
 - Use the most recent data associated with the metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (e.g., high school graduation rate).
 - Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS.
 - Indicate the school year to which the baseline data applies.
 - The baseline data must remain unchanged throughout the three-year LCAP.
 - This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.
 - If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.
 - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

Year 1 Outcome

- When completing the LCAP for 2025–26, enter the most recent data available. Indicate the school year to which the data applies.
 - Note for Charter Schools: Charter schools developing a one-year LCAP may provide the Year 1 Outcome when completing the LCAP for both 2025–26 and 2026–27 or may provide the Year 1 Outcome for 2025–26 and provide the Year 2 Outcome for 2026–27.

Year 2 Outcome

- When completing the LCAP for 2026–27, enter the most recent data available. Indicate the school year to which the data applies.
 - Note for Charter Schools: Charter schools developing a one-year LCAP may identify the Year 2 Outcome as not applicable when completing the LCAP for 2026–27 or may provide the Year 2 Outcome for 2026–27.

Target for Year 3 Outcome

- When completing the first year of the LCAP, enter the target outcome for the relevant metric the LEA expects to achieve by the end of the three-year LCAP cycle.
 - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a Target for Year 1 or Target for Year 2, as applicable.

Current Difference from Baseline

- When completing the LCAP for 2025–26 and 2026–27, enter the current difference between the baseline and the yearly outcome, as applicable.
 - Note for Charter Schools: Charter schools developing a one- or two-year LCAP will identify the current difference between the baseline and the yearly outcome for Year 1 and/or the current difference between the baseline and the yearly outcome for Year 2, as applicable.

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

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
Enter information in this box when completing the LCAP for 2024–25 or when adding a new metric.	Enter information in this box when completing the LCAP for 2024–25 or when adding a new metric.	Enter information in this box when completing the LCAP for 2025–26 . Leave blank until then.	Enter information in this box when completing the LCAP for 2026–27 . Leave blank until then.	Enter information in this box when completing the LCAP for 2024–25 or when adding a new metric.	Enter information in this box when completing the LCAP for 2025–26 and 2026–27 . Leave blank until then.

Goal Analysis:

Enter the LCAP Year.

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective towards achieving the goal. “Effective” means the degree to which the planned actions were successful in producing the target result. Respond to the prompts as instructed.

Note: When completing the 2024–25 LCAP, use the 2023–24 Local Control and Accountability Plan Annual Update template to complete the Goal Analysis and identify the Goal Analysis prompts in the 2024–25 LCAP as “Not Applicable.”

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

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

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

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.

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

- Describe the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal. “Effectiveness” means the degree to which the actions were successful in producing the target result and “ineffectiveness” means that the actions did not produce any significant or targeted result.
 - In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.
 - When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
 - Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

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

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.
 - As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:
 - The reasons for the ineffectiveness, and
 - How changes to the action will result in a new or strengthened approach.

Actions:

Complete the table as follows. Add additional rows as necessary.

Action #

- Enter the action number.

Title

- Provide a short title for the action. This title will also appear in the action tables.

Description

- Provide a brief description of the action.
 - For actions that contribute to meeting the increased or improved services requirement, the LEA may include an explanation of how each action is principally directed towards and effective in meeting the LEA's goals for unduplicated students, as described in the instructions for the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.
 - As previously noted, for each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
 - These required metrics may be identified within the action description or the first prompt in the increased or improved services section; however, the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

Total Funds

- Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the action tables.

Contributing

- Indicate whether the action contributes to meeting the increased or improved services requirement as described in the Increased or Improved Services section using a “Y” for Yes or an “N” for No.
 - **Note:** for each such contributing action, the LEA will need to provide additional information in the Increased or Improved Services section to address the requirements in *California Code of Regulations*, Title 5 [5 CCR] Section 15496 in the Increased or Improved Services section of the LCAP.

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

Required Actions

For English Learners and Long-Term English Learners

- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:
 - Language acquisition programs, as defined in *EC* Section 306, provided to students, and

- Professional development for teachers.
- If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.

For Technical Assistance

- LEAs eligible for technical assistance pursuant to *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, must include specific actions within the LCAP related to its implementation of the work underway as part of technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance.

For Lowest Performing Dashboard Indicators

- LEAs that have Red Dashboard indicators for (1) a school within the LEA, (2) a student group within the LEA, and/or (3) a student group within any school within the LEA must include one or more specific actions within the LCAP:
 - The specific action(s) must be directed towards the identified student group(s) and/or school(s) and must address the identified state indicator(s) for which the student group or school received the lowest performance level on the 2023 Dashboard. Each student group and/or school that receives the lowest performance level on the 2023 Dashboard must be addressed by one or more actions.
 - These required actions will be effective for the three-year LCAP cycle.

For LEAs With Unexpended LREBG Funds

- To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include one or more actions supported with LREBG funds within the 2025–26, 2026–27, and 2027–28 LCAPs, as applicable to the LEA. Actions funded with LREBG funds must remain in the LCAP until the LEA has expended the remainder of its LREBG funds, after which time the actions may be removed from the LCAP.
 - Prior to identifying the actions included in the LCAP the LEA is required to conduct a needs assessment pursuant to [EC Section 32526\(d\)](#). For information related to the required needs assessment please see the Program Information tab on the [LREBG Program Information](#) web page. Additional information about the needs assessment and evidence-based resources for the LREBG may be found on the [California Statewide System of Support LREBG Resources](#) web page. The required LREBG needs assessment may be part of the LEAs regular needs assessment for the LCAP if it meets the requirements of *EC* Section 32526(d).
 - School districts receiving technical assistance and COEs providing technical assistance are encouraged to use the technical assistance process to support the school district in conducting the required needs assessment, the selection of actions funded by the LREBG and/or the evaluation of implementation of the actions required as part of the LCAP annual update process.
 - As a reminder, LREBG funds must be used to implement one or more of the purposes articulated in [EC Section 32526\(c\)\(2\)](#).

- LEAs with unexpended LREBG funds must include one or more actions supported by LREBG funds within the LCAP. For each action supported by LREBG funding the action description must:
 - Identify the action as an LREBG action;
 - Include an explanation of how research supports the selected action;
 - Identify the metric(s) being used to monitor the impact of the action; and
 - Identify the amount of LREBG funds being used to support the action.

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

Purpose

A well-written Increased or Improved Services section provides educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students as defined in *EC* Section 42238.02 in grades TK–12 as compared to all students in grades TK–12, as applicable, and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of educational partners to facilitate their ability to provide input. An LEA’s description in this section must align with the actions included in the Goals and Actions section as contributing.

Please Note: For the purpose of meeting the Increased or Improved Services requirement and consistent with *EC* Section 42238.02, long-term English learners are included in the English learner student group.

Statutory Requirements

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC* Section 52064[b][8][B]; 5 *CCR* Section 15496[a]). This proportionality percentage is also known as the “minimum proportionality percentage” or “MPP.” The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are identified in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided across the entire LEA (LEA-wide action), provided to an entire school (Schoolwide action), or solely provided to one or more unduplicated student group(s) (Limited action).

Therefore, for *any* action contributing to meet the increased or improved services requirement, the LEA must include an explanation of:

- How the action is increasing or improving services for the unduplicated student group(s) (Identified Needs and Action Design), and
- How the action meets the LEA's goals for its unduplicated pupils in the state and any local priority areas (Measurement of Effectiveness).

LEA-wide and Schoolwide Actions

In addition to the above required explanations, LEAs must provide a justification for why an LEA-wide or Schoolwide action is being provided to all students and how the action is intended to improve outcomes for unduplicated student group(s) as compared to all students.

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

For School Districts Only

Actions provided on an **LEA-wide** basis at **school districts with an unduplicated pupil percentage of less than 55 percent** must also include a description of how the actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions provided on a **Schoolwide** basis for **schools with less than 40 percent enrollment of unduplicated pupils** must also include a description of how these actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

- Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of foster youth, English learner, and low-income students. This amount includes the Additional 15 percent LCFF Concentration Grant.

Projected Additional 15 percent LCFF Concentration Grant

- Specify the amount of additional LCFF concentration grant add-on funding, as described in *EC* Section 42238.02, that the LEA estimates it will receive in the coming year.

Projected Percentage to Increase or Improve Services for the Coming School Year

- Specify the estimated percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 CCR Section 15496(a)(7).

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

Total Percentage to Increase or Improve Services for the Coming School Year

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

Required Descriptions:

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

If the LEA has provided this required description in the Action Descriptions, state as such within the table.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique identified need(s) of the LEA’s unduplicated student group(s) for whom the action is principally directed.

An LEA demonstrates how an action is principally directed towards an unduplicated student group(s) when the LEA explains the need(s), condition(s), or circumstance(s) of the unduplicated student group(s) identified through a needs assessment and how the action addresses them. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis

Provide an explanation of how the action as designed will address the unique identified need(s) of the LEA’s unduplicated student group(s) for whom the action is principally directed and the rationale for why the action is being provided on an LEA-wide or schoolwide basis.

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

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

Note for COEs and Charter Schools: In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

If the LEA has provided the required descriptions in the Action Descriptions, state as such.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique need(s) of the unduplicated student group(s) being served identified through the LEA’s needs assessment. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s)

Provide an explanation of how the action is designed to address the unique identified need(s) of the unduplicated student group(s) being served.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

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

- For each action with an identified Planned Percentage of Improved Services, identify the goal and action number and describe the methodology that was used.
- When identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.
- For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, the LEA estimates would cost \$165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of \$165,000 by the amount of LCFF Funding identified in the Total Planned Expenditures Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

- An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.
- Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.

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

Complete the table as follows:

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

Action Tables

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

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

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

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

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2024–25 LCAP, 2024–25 will be the coming LCAP Year and 2023–24 will be the current LCAP Year.

Total Planned Expenditures Table

In the Total Planned Expenditures Table, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year:** Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant:** Provide the total amount estimated LCFF entitlement for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 CCR Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs.

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

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

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

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

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

For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, the LEA estimates would cost \$165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would

divide the estimated cost of \$165,000 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant:** Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 CCR Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.
- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 CCR Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

Pursuant to *EC* Section 42238.07(c)(2), if the Total Planned Contributing Expenditures (4) is less than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the LEA is required to calculate the difference between the Total Planned Percentage of Improved Services (5) and the Total Estimated Actual Percentage of Improved Services (7). If the Total Planned Contributing Expenditures (4) is equal to or greater

than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the Difference Between Planned and Estimated Actual Percentage of Improved Services will display “Not Required.”

- **6. Estimated Actual LCFF Supplemental and Concentration Grants**
 - This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on the number and concentration of unduplicated students in the current school year.
- **4. Total Planned Contributing Expenditures (LCFF Funds)**
 - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).
- **7. Total Estimated Actual Expenditures for Contributing Actions**
 - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).
- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**
 - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).
- **5. Total Planned Percentage of Improved Services (%)**
 - This amount is the total of the Planned Percentage of Improved Services column.
- **8. Total Estimated Actual Percentage of Improved Services (%)**
 - This amount is the total of the Estimated Actual Percentage of Improved Services column.
- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**
 - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

LCFF Carryover Table

- **10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 plus Carryover %)**
 - This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.

- **11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)**
 - This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).
- **12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)**
 - If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.
- **13. LCFF Carryover — Percentage (12 divided by 9)**
 - This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

California Department of Education
November 2024