LCFF Budget Overview for Parents

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

CDS Code: 31-66803

School Year: 2024-25

LEA contact information:
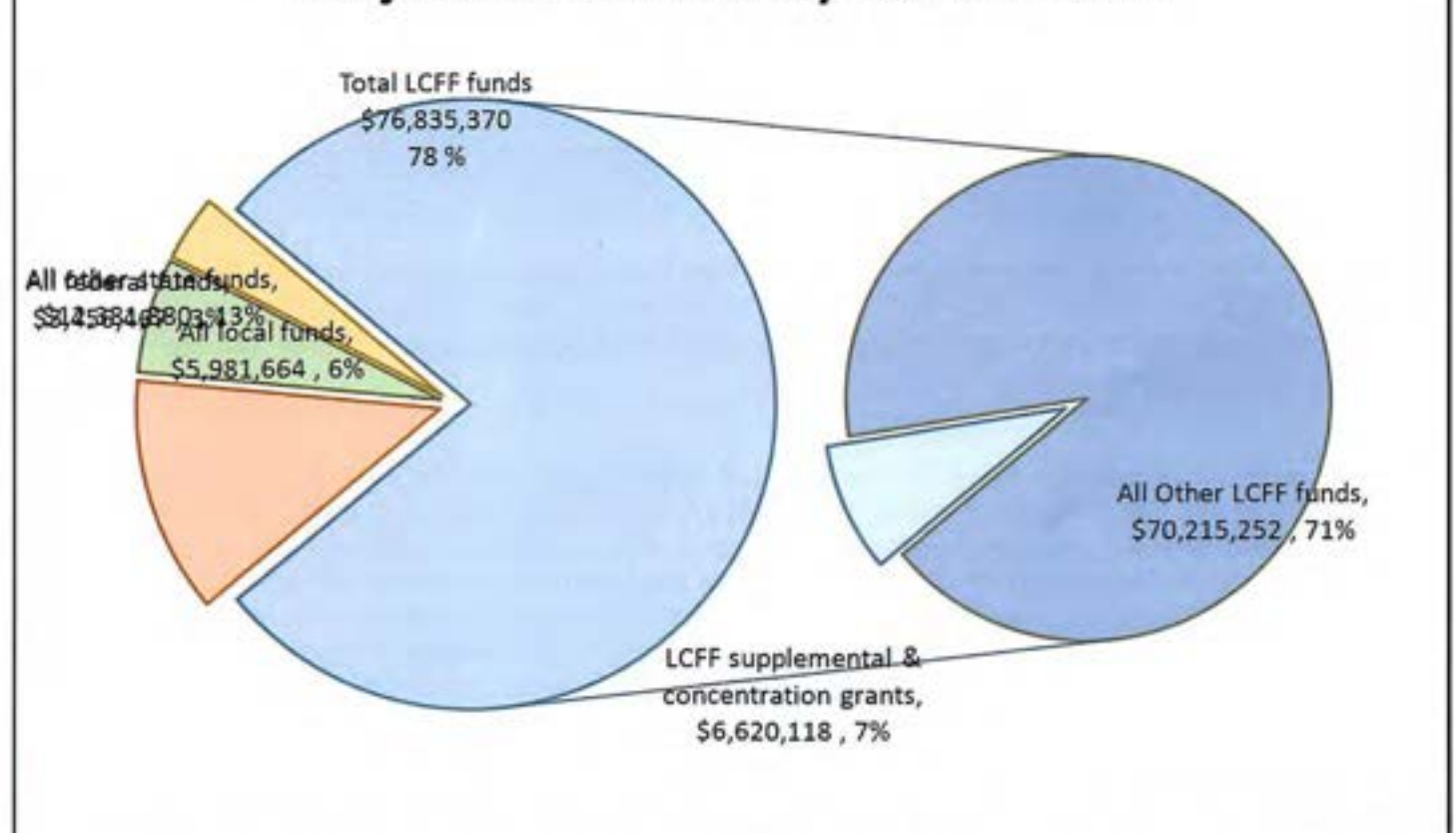
Sara Wegner

Assistant Superintendent

rvanputten@dcjesd.us

(916) 770-8800

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

Budget Overview for the 2024-25 School Year

Projected Revenue by Fund Source

Total LCFF funds
$76,835,370
78 %

All other state funds,
$12,381,880, 13%

All local funds,
$5,981,664 , 6%

All Other LCFF funds,
$70,215,252 , 71%

LCFF supplemental &
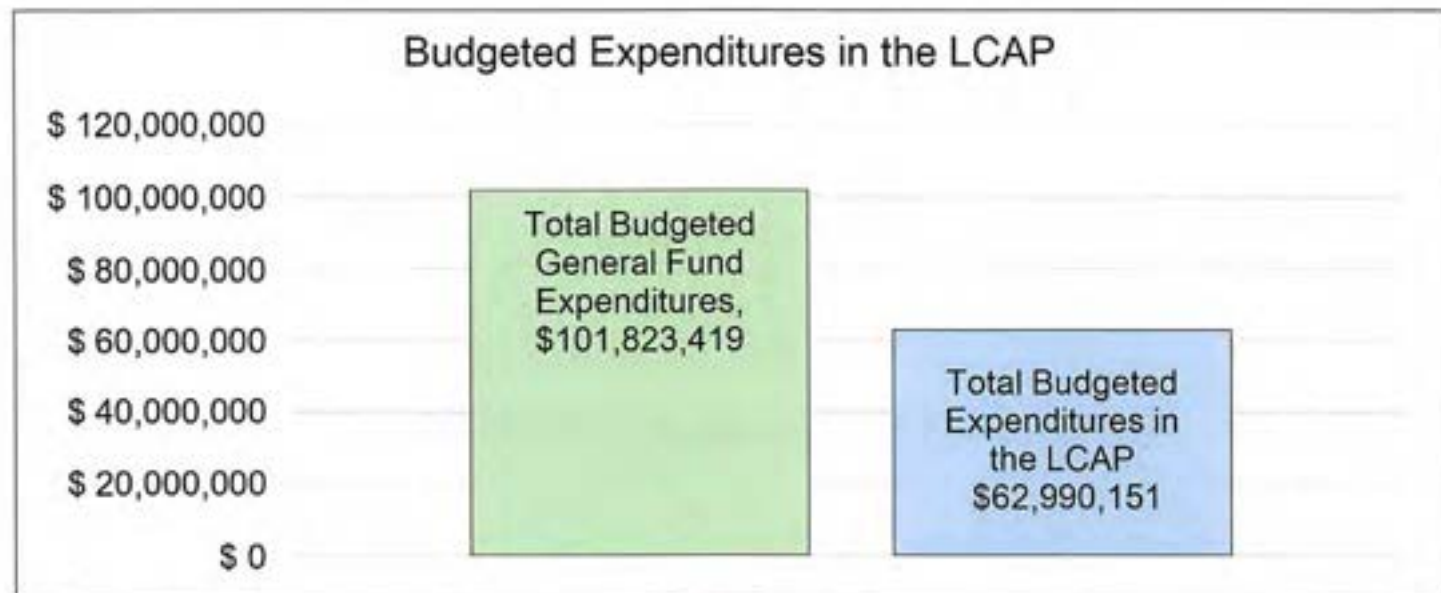concentration grants,
$6,620,118 , 7%

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 $98,655,381, of which $76,835,370 is Local Control Funding Formula (LCFF), $12,381,880 is other state funds, $5,981,664 is local funds, and $3,456,467 is federal funds. Of the $76,835,370 in LCFF Funds, $6,620,118 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.

Budgeted Expenditures in the LCAP

Total Budgeted General Fund Expenditures, $101,823,419	Total Budgeted Expenditures in the LCAP $62,990,151

(Y-axis: $120,000,000 / $100,000,000 / $80,000,000 / $60,000,000 / $40,000,000 / $20,000,000 / $0)

This chart provides a quick summary of how much Dry Creek Joint Elementary School District plans to spend for 2024-25. 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 $101,823,419 for the 2024-25 school year. Of that amount, $62,990,151 is tied to actions/services in the LCAP and $38,833,268 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

All students, including those in Special Education, receive the basic instructional program, which features appropriately credentialed teachers, standards-aligned instructional materials, current technology, and access to extracurricular activities such as after-school sports and clubs. To support this educational program, the budget includes funding for pupil services and instructional-related services. Our comprehensive educational program is dedicated to meeting the needs of all students and is encompassed in our LCAP goals and actions. The General Fund covers expenditures for district and school site administration, technology services, and other select programs not included in the LCAP.
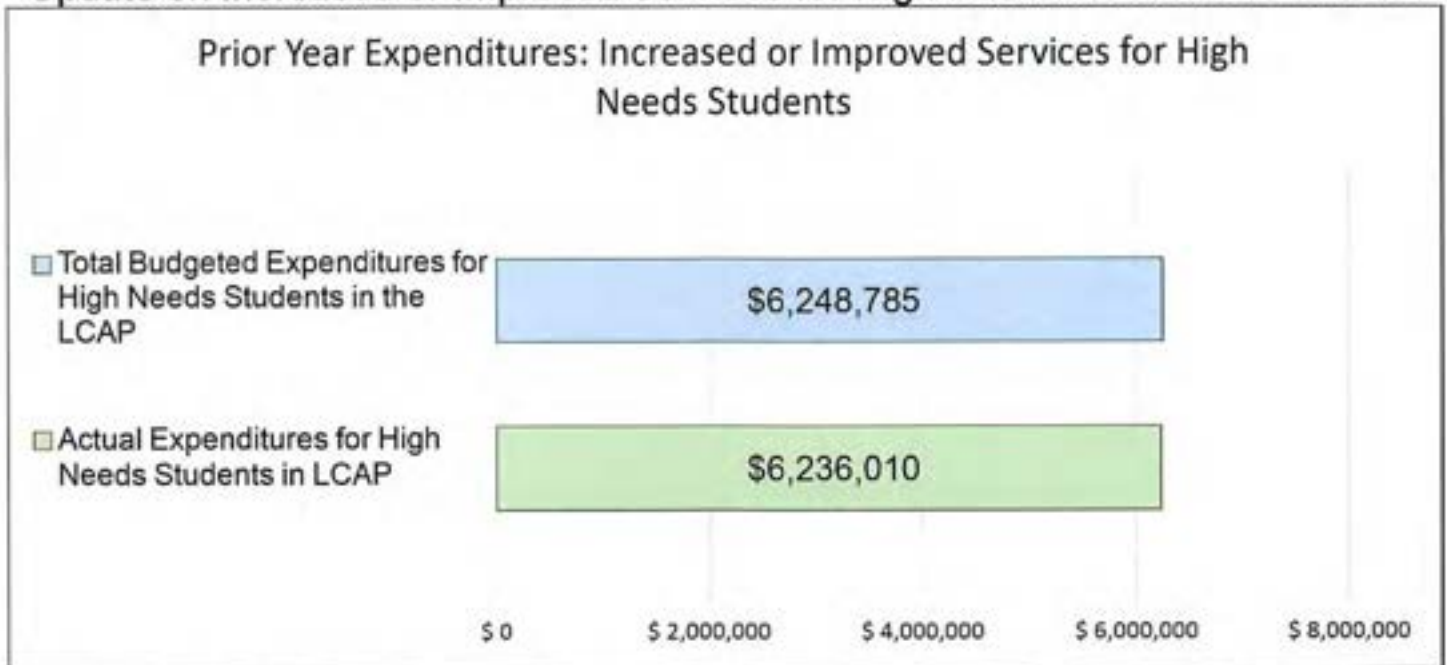
Increased or Improved Services for High Needs Students in the LCAP for the 2024-25 School Year

In 2024-25, Dry Creek Joint Elementary School District is projecting it will receive $6,620,118 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 $7,373,704 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 2023-24

Prior Year Expenditures: Increased or Improved Services for High Needs Students

☐ Total Budgeted Expenditures for High Needs Students in the LCAP	$6,248,785
☐ Actual Expenditures for High Needs Students in LCAP	$6,236,010

$0 $2,000,000 $4,000,000 $6,000,000 $8,000,000

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 2023-24, Dry Creek Joint Elementary School District's LCAP budgeted $6,248,785 for planned actions to increase or improve services for high needs students. Dry Creek Joint Elementary School District actually spent $6,236,010 for actions to increase or improve services for high needs students in 2023-24.

The difference between the budgeted and actual expenditures of $-12,775 had the following impact on Dry Creek Joint Elementary School District's ability to increase or improve services for high needs students:

This minor difference of less than 0.2% did not affect the delivery of services for high-needs students during 2023-24. Any unspent funds will be carried over into 2024-25.

2023–24 Local Control and Accountability Plan Annual Update

The instructions for completing the 2023–24 Local Control and Accountability Plan (LCAP) Annual Update 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	swegner@dcjesd.us (916) 770-8800

Goals and Actions

Goal

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

Measuring and Reporting Results

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

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Comprehension Informational 39% 3rd Grade - ELA Comprehension Summative 42% 4th Grade - ELA Comprehension Summative 24% 5th Grade - ELA Comprehension Summative 52% 6th Grade - ELA Comprehension Summative 12% 7th Grade - ELA Comprehension Summative 21% 8th Grade - ELA Comprehension Summative 52%	Comprehension Informational 31% 3rd Grade - ELA Comprehension Summative 43% 4th Grade - ELA Comprehension Summative 39% 5th Grade - ELA Comprehension Summative 66% 6th Grade - ELA Comprehension Summative 18% 7th Grade - ELA Comprehension Summative 22% 8th Grade - ELA Comprehension Summative 70%	Comprehension Informational 47% 3rd Grade - ELA Comprehension Summative 38% 4th Grade - ELA Comprehension Summative 47% 5th Grade - ELA Comprehension Summative 51% 6th Grade - ELA Comprehension Summative 33% 7th Grade - ELA Comprehension Summative 26% 8th Grade - ELA Comprehension Summative 76%	Comprehension Informational 44% 3rd Grade - ELA Comprehension Summative 42% 4th Grade - ELA Comprehension Summative 67% 5th Grade - ELA Comprehension Summative 51% 6th Grade - ELA Comprehension Summative 55% 7th Grade - ELA Comprehension Summative 61% 8th Grade - ELA Comprehension Summative 77%	
District Math End of Year Assessments % of students proficient	2020-2021 Proficiency Levels Kinder - Math Number ID 97% Addition Facts 97%	2021-2022 Proficiency Levels Kinder - Math Number ID 92% Addition Facts 96%	2022-2023 Proficiency Levels Kinder - Math Number ID 94% Addition Facts 97%	2023-2024 Proficiency Levels Kinder - Math Number ID 92% Addition Facts 99%	85% of students score Proficient or Higher for all grade levels

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Subtraction Facts 96%	Subtraction Facts 93%	Subtraction Facts 96%	Subtraction Facts 97%	
	1st Grade - Math End of Year Summative 78%	1st Grade - Math End of Year Summative 75%	1st Grade - Math End of Year Summative 66%	1st Grade - Math End of Year Summative 78%	
	2nd Grade - Math End of Year Summative 63%	2nd Grade - Math End of Year Summative 65%	2nd Grade - Math End of Year Summative 72%	2nd Grade - Math End of Year Summative 79%	
	3rd Grade - Math End of Year Summative 38%	3rd Grade - Math End of Year Summative 70%	3rd Grade - Math End of Year Summative 73%	3rd Grade - Math End of Year Summative 69%	
	4th Grade - Math End of Year Summative 28%	4th Grade - Math End of Year Summative 67%	4th Grade - Math End of Year Summative 72%	4th Grade - Math End of Year Summative 48%	
	5th Grade - Math End of Year Summative 20%	5th Grade - Math End of Year Summative 55%	5th Grade - Math End of Year Summative 48%	5th Grade - Math End of Year Summative 43%	
	6th Grade - Math End of Year Summative 3%	6th Grade - Math End of Year Summative 19%	6th Grade - Math End of Year Summative 43%	6th Grade - Math End of Year Summative 46%	
	7th Grade - Math End of Year Summative 18%	7th Grade - Math End of Year Summative 24%	7th Grade - Math End of Year Summative 27%	7th Grade - Math End of Year Summative 31%	
	8th Grade - Math End of Year Summative 10%	8th Grade - Math End of Year Summative 44%	8th Grade - Math End of Year Summative 42%	8th Grade - Math End of Year Summative 31%	

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
CA Dashboard by Subgroup ELA, Math, Science	December 2019 Dashboard (points above or below Level 3/current Status) ELA: ALL Students - 17.3/High EL Students - 2.7/Medium SED Students - 8.1/Low SWD Students - 67.4/Low African American Students -19.3/Low Math: ALL Students - 2.1/Medium EL Students - 18.8/Medium SED Students - 26.2/Low SWD Students - 92.7/Low African American Students - 51.5/Low Science: N/A ALL Students EL Students SED Students SWD Students	Spring 2021 Data Directly From CAASPP - Dashboard was suspended due to COVID ELA: ALL Students - 57% EL Students - 25% SED Students - 45% SWD Students -19% African American Students - 42% Math: ALL Students - 44% EL Students - 25% SED Students - 33% SWD Students - 13% African American Students - 23%	December 2022 Dashboard Data (New Baseline) ELA: ALL Students +10.5/High EL Students -10/ Low SED Students - 14.5/Low SWD Students - 77.8/ Very Low African American Students -16.7/Low Homeless Students - 35.4/Low Math: ALL Students - 14.6/Medium EL Students - 34.4/Low SED Students - 40.7/Low SWD Students - 97.6/Very Low African American Students -65.8/Low Homeless Students - 62.9/Low	December 2023 Dashboard Data ELA: ALL Students +8.0/Medium EL Students - 20.9/Low SED Students - 16.6/Low SWD Students - 74.5/Low African American Students -23.5/Low Homeless Students - 37.1/Low Math: ALL Students - 16.3/Medium EL Students -38/Low SED Students - 39.2/Low SWD Students - 93.8/Medium African American Students - 57.6/Medium Homeless Students - 54.9/Medium	Increase proficiency and status yearly for all groups. Close proficiency gap between "ALL" students and subgroups with significant yearly increase

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	African American Students				
CA Dashboard English Learner Progress Indicator (ELPI) Indicator	December 2019 Dashboard ELPI: 58.4% making progress toward English Language proficiency Performance Level: High	2020-2021 ELPI - We do not have ELPI as the State did not calculate due to COVID and testing irregularities across the State.	2021-2022 ELPI 64.4% Performance Level: High	2022-2023 ELPI 58.8% Performance Level: Medium	ELPI: 65% making progress toward English Language proficiency Performance Level: High
Reclassification Rate for EL students	2020-2021 RFEP - 93 Students which is10% of our EL student population	2021-2022 RFEP - 151 Students which is 17% of our EL student population	2022-2023 RFEP 116 students which is 12% of our EL student population	2023-2024 RFEP 160 Students which is 10% of our EL student population	Maintain reclassification of 10% or more per year
TK Student Kindergarten Readiness Score Average of >/= 60 points	TK students Spring 2021 Average 67 points	TK students Spring 2022 Average 68 points	TK Students Spring 2023 Average 73 Points	TK Students Spring 2024 Average 69 points	Maintain >/= average of 60 pts.
Professional Development Survey	2020-2021 Survey new survey to be given 2021-2022	2021-2022 Survey Were you able to improve your instructional strategies from what you learned during site and district professional	2022-2023 Survey Were you able to improve your instructional strategies from what you learned during site and district professional	2023-2024 Survey Were you able to improve your instructional strategies from what you learned during site and district professional development this year? 97% -YES	95% or higher approval rating

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		development this year? 80% - YES Were your instructional strategies effective in meeting the needs of your students? 96% - YES	development this year? 92% - YES Were your instructional strategies effective in meeting the needs of your students? 95% - YES	Were your instructional strategies effective in meeting the needs of your students? 98% - YES	
Academic Bridge Growth Measure	Percentage of students making growth on post assessment - baseline to be established Summer 2022 432 students were served through a small group instruction model due to COVID. Academic Bridge will continue in the Summer of 2022.	Percentage of students making growth on post assessments - Summer 2022 80%	Percentage of students making growth on post assessments - Summer 2023 80% of students	Percentage of students making growth on post assessments - June 28, 2024	100% of students made growth on post assessment
Kindergarten Bootcamp Growth	Increase Kindergarten Readiness Assessment Score by 10%	Summer 2022 Growth as measured by the Bootcamp Assessment Score - 78 students attended 74% of the students scored at least 9/10 on the Assessment	Growth as measured by the Bootcamp Assessment Score - Summer 2023 80% of students	Growth as measured by the Bootcamp Assessment Score - Summer 2024	Maintain a 10% or more growth on Bootcamp Assessment

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
GLAD Trained Staff	Baseline 2020-2021 # of Teachers GLAD Trained: 213	2021-2022 231 Teachers GLAD Trained	2022-2023 241 Teachers GLAD Trained Increase of 10	2023-2024 260 Teachers GLAD trained Increase of 19	All certificated content area staff are GLAD trained.

Goal Analysis

An analysis of how this goal was carried out in the previous year.
A description of any substantive differences in planned actions and actual implementation of these actions.

All actions were implemented as planned.

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

1.02 additional certificated substitutes and extra duty services for collaborative conferences were provided

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

Professional learning stands as a cornerstone for staff and student growth, crucial for success in the academic realm (Goal/Action 1.1). Annually, the District meticulously designs comprehensive and pertinent learning plans tailored to meet the evolving needs of our staff. These opportunities are provided through three dedicated non-student days and the Professional Learning Institute (PLI) model. They are followed by site-based and personalized coaching sessions conducted by our Instructional Coaches. In Dry Creek, professional learning embodies a mix of District-wide initiatives and teacher-choice options.

Notably, 95% of certificated staff actively engaged in the three calendared professional learning days this academic year. Additionally, 93 staff members attended the nine Professional Learning Institute (PLI) sessions offered. Both certificated and classified staff invested in supporting students through job-specific learning ventures, covering a vast spectrum of instructional topics. These ranged from Music Training for TK and Preschool Teachers to EL/Newcomer strategies for K-5 grade, showcasing the depth and breadth of professional development offerings.

Additional sessions included Writing for various grades, SIPPS implementation, Orthographic Mapping, Co-Teaching, Reciprocal Teaching techniques, and advanced digital tools like Kami and Screencastify. Furthermore, specialized training such as Restorative Circles and SEL curriculum integration underscored the District's commitment to holistic student development. Teacher feedback indicates a high level of

purposeful learning, with 97% of staff reporting improvements in instructional practices and 98% affirming the strategies' efficacy in aligning with students' needs.

Moving forward, our commitment to providing up-to-date, research-based training to our staff remains steadfast. A key area of focus will be supporting Special Education and general education staff in accommodating the learning styles of students with special needs. Notably, efforts in co-teaching training at the middle school level will be prioritized, as our Dashboard data over the past three years has consistently highlighted the need for targeted support for SWD students, particularly at the middle school level.

Attracting, recruiting, and retaining top-tier talent remains a focus for Dry Creek (Goal/Action 1.10). Throughout the academic year, our district has diligently pursued the recruitment of exceptionally qualified individuals to join our team. Demonstrating our commitment to cultivating robust partnerships with academic institutions, Dry Creek Joint Elementary School District (DCJESD) continues to forge strong ties with numerous universities to facilitate the seamless integration of student teachers, psychologists, and counselors into our district. These vital partnerships include institutions such as Sacramento State University, National University, UMass Global, William Jessup University, Alliant International University, Samuel Merritt University, University of Nevada Reno, and Chico State.

Furthermore, this year, our district provided comprehensive support to nineteen (19) first and second-year teachers through a purposefully designed induction program. Under the expert guidance of our seasoned Instructional Coaches and certificated staff members, new educators were nurtured and mentored at every step of their journey.

Despite our intentional efforts and activities, we currently have two unfilled vacancies at one of our middle schools, resulting in a 98.3% Williams Act compliance for highly qualified staff. In a concerted effort to entice prospective employees and promising teacher candidates to join our ranks for the 2024-2025 school year, we hosted our own job fair and actively participated in prominent job fairs held at institutions such as Sacramento State, Placer County Office of Education, University of Nevada Reno, and Chico State during March and April 2024. Moreover, we actively engaged in an interactive mock interview event tailored for student teachers at William Jessup University.

Our curriculum and assessment teams steer the implementation of District assessments and ensure alignment with our curriculum and essential standards (Goal/Action 1.2). Throughout the academic year, these teams convened as required, focusing on addressing specific needs identified at grade levels and within subject areas. Our middle school Grading and Reporting team convened to review the existing grading system, engaging in robust discussions aimed at enhancing standards-based instruction, assessment, and grading practices. Similarly, our K-5 Writing Committee came together to review the writing standards and develop a scope and sequence for teaching writing. Additionally, TK teachers are meeting to develop a new scope and sequence that includes the preschool foundation skills necessary to meet the needs of their younger students. This work is essential as student proficiency on District grade-level ELA and math assessments has not met the expected 85% of students meeting proficiency over the last several years. Though we have seen an increase of 8-23% in most grade levels over the last three years for each subject area, there is certainly room for improvement. Teams across the District will continue to work to meet that threshold.

As evidenced by our 2023 Dashboard results for ELA and math, there are concerning trends. Though "All" students and "SWD" students made growth from 2019-2023 in ELA, our "EL," "SED," and "AA" student groups declined. Additionally, all student groups declined in math over the last three years. To address these challenges, a dedicated pilot team convened this year to explore strategies for effectively integrating interim CAASPP assessments into our instructional framework, thereby better equipping our students for success in the end-of-year State summative assessments. Moving forward, this pilot team will continue to meet, providing invaluable feedback and guidance to inform the implementation of best practices district-wide, thereby fostering continuous improvement in our standards implementation and assessment practices.

Throughout the academic year and into the summer months, our commitment to providing enhanced learning opportunities (Goal/Action 1.3) has been unwavering, supported by a range of initiatives designed to meet the diverse needs of our student body. As part of our concerted

efforts to bolster academic achievement, we implemented Academic Bridge (AB) programs during the summer, prioritizing unduplicated students performing below grade level. To gauge student progress and proficiency in meeting grade-level standards, we implemented standardized grade-level curricula and conducted pre/post-assessments across the AB program. Eighty percent (80%) of students demonstrated growth in mastering these standards, underscoring the efficacy of our instructional strategies and interventions. Although this program has been beneficial to most students, our engagement partners recommend discontinuing this program due to very inconsistent attendance and minimal academic gains transferred to the next grade level baseline. Instead we will focus on extending learning during the school year.

Additionally, Kindergarten Bootcamp was implemented, equipping up to 20 students at each elementary site with foundational skills essential for success in the upcoming school year. Assessments aligned with the Kindergarten expectations provided valuable insights into student readiness, with results shared with teachers for further evaluation of the program's effectiveness. It is recommended this program be continued as it prepares our most at-risk incoming students for success as they transition to our Kindergarten program. Data shows an increase in growth on the pre/post assessment over the last two years, with 80% of participants making growth last summer.
Demonstrating our commitment to supporting all students and diverse learners, our Special Education Department provided Extended School Year (ESY) services, ensuring uninterrupted support and monitoring of student progress through Individualized Education Program (IEP) teams. Moreover, the continuation of extended-day kindergarten at each elementary site has increased direct instruction time and access to additional support services, further enhancing student learning experiences.
Over the past few years, Transitional Kindergarten (TK) has seen significant expansion across the District, now offered at all six elementary sites and our TK-8 grade site (Goal/Action 1.4). The current enrollment for TK in the 2023-2024 academic year stands at 211 students, marking an increase of approximately 60 students over the last three years. This expansion underscores our commitment to providing comprehensive early childhood education opportunities, ensuring that every student receives a strong foundation for academic success. Additionally, this program shows that this extended learning time is preparing our learners for success as they matriculate through our system. Over the last three years, our TK students have met our target of averaging above 60 points on the Kindergarten entrance assessment.
Furthermore, each school site operates within the framework of Multi-Tiered Systems of Support (MTSS) to deliver tiered instruction and comprehensive support services (Goal/Action 1.9). The allocation of dedicated funding to school sites has facilitated the enhancement and expansion of services tailored to meet the diverse needs of students, such as English Learners (EL), low-income, Foster Youth, Homeless, and students with unique needs. Under the MTSS model, universal screening in English Language Arts (ELA) and Math is conducted for all students in grades K-8. These screenings are administered a minimum of three times throughout the academic year and are complemented by site-specific data analysis to identify students requiring additional support. Collaborative conferences (every 12 weeks) were convened by dedicated teams at each school site to pinpoint students in need of Tier III interventions, ensuring a targeted approach to addressing academic challenges. Through this comprehensive system, 1000 students received Tier III services aimed at addressing academic deficits spanning Transitional Kindergarten through 8th grade (Goal/Action 1.9). This comprehensive approach to tiered instruction and support underscores our dedication to ensuring that every student receives the individualized attention and resources necessary to thrive academically within our educational community.
Professional Learning Communities (PLCs) structured by grade level and/or subject convene regularly during early release Mondays, serving as platforms for in-depth analysis of student outcomes, sharing of best practices, and strategic planning for Tier I and Tier II instruction and support. Notably, 160 students across the District were identified for supplemental support and received before or after-school tutoring, underscoring our commitment to providing tailored interventions to bolster academic achievement.

Ensuring high-level academic and social-emotional outcomes for all students remains a central focus (Goal/Action 1.12) within our educational framework. To this end, we have directed our efforts toward fostering equitable access to programs and services both on-site and throughout the District. Through rigorous analysis of this data, site teams are able to discern potential barriers hindering the success of our lowest-achieving subgroups. Armed with this insight, targeted supports are then identified and implemented to dismantle these barriers, thereby facilitating enhanced academic and social-emotional progress for the identified students. To address the diverse learning needs within our classrooms, general education staff in grades 1-3 have been provided with dedicated planning time (Goal/Action 1.11). This additional time allocation empowers teachers to collaboratively develop instructional plans tailored to support learning at all levels, including English language development and the provision of Tier I and Tier II supports.

The demand for Foster Youth and Homeless support and services has surged significantly this school year. To address this pressing need, the addition of our social worker (Goal/Action 1.8) has enabled us to provide a comprehensive array of services to our students. Throughout the academic year, our dedicated social worker has played a pivotal role in supporting 18 Foster Youth students, offering both indirect and direct services. The focus of our work is to address school engagement and increase the ability to access academics.
Similarly, our social worker has extended crucial support to 148 Homeless Youth, offering a range of indirect and direct services tailored to their unique needs. Much like our foster youth population, our homeless student numbers vary from year to year and also have different needs. However, we are still concerned with their academic progress over the last several years as they have remained at an average of -36.35 DFA in ELA and -58.9 DFA in math on the Dashboard.
To increase technology access (Goal/Action 1.5), middle school students and 4th and 5th graders have been provided with Chromebooks at a 1:1 ratio, with middle school students taking them home nightly. Chromebooks are also available for 1st to 3rd graders within the classroom setting, while TK and Kindergarten students utilize iPads for skill practice. Additionally, extra Chromebooks are housed in our school libraries for student checkout, facilitating home use. Qualifying families have been furnished with internet access via District-supplied hotspots, with 20 distributed thus far this school year.
Recognizing the pivotal role of teachers in leveraging technology for effective instruction, each teacher has been equipped with a new laptop computer in order to facilitate the seamless integration of online applications into their teaching practices. Furthermore, every classroom has been outfitted with state-of-the-art television displays, complete with wireless casting technology, empowering teachers to effortlessly share their laptop screens on the displays, thereby enhancing classroom interactivity and engagement. This concerted investment in technology infrastructure displays our commitment to equipping both teachers and students with the tools necessary to thrive in today's digital landscape.

Middle school students in grades 6th-8th actively engage in Career and Technical Education (CTE) aligned courses through Project Lead the Way (PLTW), setting the stage for a seamless transition into CTE pathways at feeder high schools (Goal/Action 1.6). These dynamic courses encompass a diverse range of disciplines including Design and Modeling, Automation and Robotics, Medical Detectives, and Computer Science. This year, Antelope Crossing Middle School expanded its PLTW offerings to include Green Architecture and Flight & Space, enriching the educational landscape and providing students with a broader array of career exploration opportunities.
Enrollment of unduplicated students is closely monitored. This academic year, 591 Socioeconomically Disadvantaged/Foster Youth (SED/FY) students and 397 English Learner/Reclassified Fluent English Proficient (EL/RFEP) students were enrolled in our middle school CTE-aligned courses (Goal/Action 1.6), ensuring that all students have the opportunity to explore and excel in fields aligned with their interests and aspirations. This proactive approach not only fosters academic and career readiness but also empowers students to pursue their passions and chart their paths toward future success.

To address the unique needs of our English learner (EL) students, we have established a dedicated team of eight EL/RR teachers who provide daily instruction, model for classroom teachers, and facilitate the reclassification process to all elementary and middle schools (Goal/Action 1.7). Our EL staff also serves as indispensable liaisons between parents and the school community, actively promoting and nurturing parent involvement in their child's education. In addition, they help ensure consistent implementation of Guided Language Acquisition and Design (GLAD) practices across all grade levels to ensure all students have equitable access to content standards. This academic year, our EL teachers were crucial in supporting general education staff in providing resources and assistance to the 175 newcomer students who enrolled. Given the substantial EL student population of over 1089 students, our staff must receive comprehensive GLAD training to utilize teaching strategies to facilitate access to content standards effectively.

Despite the challenges of the substitute shortage this year, we successfully conducted two GLAD training sessions, resulting in an additional 19 trained staff members. Two hundred sixty (260) content area staff members have undergone GLAD training (an increase of 47 staff over the last three years), with further sessions scheduled for the upcoming year. Moreover, recognizing the importance of early intervention, several of our TK teachers attended GLAD training to incorporate these strategies into our early education program.
To ensure the fidelity and effectiveness of strategy implementation, instructional coaches will provide ongoing support and follow-up with trained staff members. Encouragingly, our English Language Proficiency Level score on the CA Dashboard reflects a "medium" proficiency level, with 58.8% of our students advancing in proficiency. Though this is a bit lower than our 2022 Dashboard results (64.4%), staff attribute this to the large number of newcomer students we have experienced over the last two school years. Furthermore, our reclassified students (over 10% each year for the last three years) exhibit high levels of achievement on the CAASPP tests, boasting proficiency rates of 71.31% in ELA and 57.03% in math. These outcomes serve as compelling evidence of our EL program's efficacy in meeting our students' diverse needs and ensuring their academic success.

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

For the 2024-2027 LCAP, we have combined previous actions, as they are connected to the same type of work and outcomes. For example, we have combined 2021-2024 Goal/Actions, 1.2, 1.2, 1.10, 1.12 into the new 2024-2027 Goal/Action 1.1. We have removed 2021-2024 Goal/Action 1.4, as Transitional Kindergarten has been expanded across the District and we are implementing based on the State UPK plan. Additionally, supplemental funds were not being used to support this action.

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

Goals and Actions

Goal

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

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
CA Dashboard Chronic Absenteeism Indicator	2019-2020 Data Quest All 6.60% SWD 10.60% SED 10.60% EL 5.80% African American 10.50% Homeless 27.60% Foster Youth 0.00% **No Dashboard Available	2020-2021 Data Quest Overall (523) 7.9% SWD 13.4% SED 12.4% EL 6.1% African American 19.1% Homeless 25% Foster Youth 26.1% **No Dashboard Available	2021-2022 Chronic Absenteeism 2022 Dashboard Data Overall 27.7% / Very High SWD 36.7 %/ Very High SED 34.8%/ Very High EL 26.7%/ Very High African American 32.6%/ Very High Homeless 46.3%/ Very High Foster Youth 31.3%/ Very High	2022-2023 Chronic Absenteeism Data 2023 Dashboard Data Overall 19.5%/Medium SWD 25.3%/Medium SED 25.2%/Medium EL 20.5%/Medium African American 25.8%/Medium Homeless 34.1%/Medium Foster Youth 48%/Very High	Decrease Chronic Absenteeism proportionally for all subgroups. Decrease significantly the subgroups with greatest with highest percentages to less than 5%. Overall District SWD SED EL African American Homeless Foster Youth
CA Dashboard Suspension Rate Indicator	2019-2020 Data Quest Overall 1.90% SWD 3.70% SED 3.00% EL 0.80%	2020-2021 Suspension Data from Data Quest Overall (29) .4% SWD .9% SED 1.5% EL .5%	2021-2022 Suspension Data 2022 Dashboard Data Overall 1.5% /Low SWD 3.2% / High SED 2.0% / Medium	2022-2023 Suspension Data 2023 Dashboard Data Overall 2.2%/High SWD 4.7%/High SED 2.8%/High	Decrease the suspension rates proportionally for all subgroups to less than 2%. Overall District SWD

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	African American 7.40% Homeless 5.40% Foster Youth 0.00% **No Dashboard Available	African American 1.2% Homeless .8% Foster Youth 0% **No Dashboard Available	EL .6% / Low African American 6.0% /High Homeless 3.2% /High Foster Youth 6.1% /Very High	EL 2.4%/High African American 6.1%/High Homeless 3.9%/High Foster Youth 3.6%/Medium	SED EL African American Homeless Foster Youth Significant decreases for subgroups experiencing disproportionality to less than 2%.
Number of CalPads Reported Behavior Incidents	2019-2020: 298 total incidents 241 unduplicated incidents	2021-2022 196 total incidents (more than one student) 173 unduplicated incidents (only one student)	2022-2023 210 total incidents (more than one student) 166 unduplicated incidents (only one student)	2023-2024 257 total incidents 165 unduplicated incidents	Less than 200 CalPads reported incidents
Average Daily Attendance Rate	2020-2021 ALL - 96.8%	2021-2022 (August 2021 - May 2022) ALL - 92.52% SED - 91.33% EL - 89.51% Homeless - 89.51% Foster Youth - 93.05%	2022-2023 (August 2022 - May 2023) ALL - 93.71% SED - 88.40% EL - 78.53% Homeless - 67.10% Foster Youth -	Average Daily Attendance August 2023-end of May 2024 ALL - 94.87% SED - 93.08% EL - 94.43% Homeless - 93.3% Foster Youth - 92.62%	Maintain ADA rate of 97% or higher.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Middle School Drop Out Rate	2020-2021 - 0	2021-2022 - 0	2022-2023 -0	2023-2024 - 0	Maintain 0 middle school drop outs
Parent Survey	2020-2021 Data 1. 23% of parents feel bullying is a problem at school. 2. 88% of parents feel that their student(s) feel safe at school. 3. 79% of parents feel that their student(s) get along with each other and respect their differences 4. 73% of parents understand what types of social-emotional supports are available to students 5. 81% of parents feel students receive the supports they need.	2021-2022 Data 1. 29% of parents feel that bullying is a problem at school. (6% increase) 2. 84% of parents feel that their student(s) feel safe at school. (4% decrease) 3. 71% of parents feel that their student(s) get along with each other and respect their differences. (8% decrease) 4. 68% of parents understand what types of social-emotional supports are available to students. (5% decrease) 5. 74% of parents feel students receive the supports they need. (7% decrease)	2022-2023 Data 1. 33% of parents feel that bullying is a problem at school. 2. 83% of parents feel that their student(s) feel safe at school. 3. 74% of parents feel that their student(s) get along with each other and respect their differences. 4. 70% of parents understand what types of social-emotional supports are available to students. 5. 79% of parents feel students receive the supports they need.	2023-2024 Data 1. 34% of parents feel that bullying is a problem at school. 2. 87% of parents feel that their student(s) feel safe at school. 3. 79% of parents feel that their student(s) get along with each other and respect their differences. 4. 75% of parents understand what types of social-emotional supports are available to students. 5. 82% of parents feel students receive the supports they need.	Increase to or maintain a 90% or higher agreement #2-5 Decrease #1 by 10%
Student Survey	2020-2021 Data 1. 63% of students feel like they belong at school.	2021-2022 Data 1. 63% of students feel like they belong at school. (maintained)	2022-2023 1. 69% of students feel like they belong at school.	2023-2024 1. 58% of students feel like they belong at school.	Increase to 90% or higher: 1. I feel like I belong at school.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	2. 49% of students feel they know how to handle stress. 3. 39% of students feel they can explain their feelings to others. 4. 23% of students feel that they have been verbally bullied by students at school.	2. 47% of students feel they know how to handle stress. (2% decrease) 3. 38% of students feel they can explain their feelings to others. (1% decrease) 4. 31% of students feel that they have been verbally bullied by students at school. (8% increase)	2. 48% of students feel they know how to handle stress. 3. 38% of students feel they can explain their feelings to others. 4. 40% of students feel that they have been verbally bullied by students at school at least one time.	2. 48% of students feel they know how to handle stress. 3. 44% of students feel they can explain their feelings to others. 4. 38% of students feel that they have been verbally bullied by students at school at least one time.	2. I know how to handle stress. 3. I can explain my feelings to others. Reduce to less than 5%: 4. I have been verbally bullied by students at school.
SEL Screener % of students qualifying for services	Baseline to be established August 2021 Number of students scoring in the At-Risk level District-wide	2021-2022 Data 6% of students qualified for instruction to address their needs. The national average is 16% or higher. Dry Creek is doing a great job of supporting our students through multiple layers of site and District wide systems.	2022-2023 4% of students qualified for instruction to address their needs. The national average is 16% or higher. Dry Creek is doing a great job of supporting our students through multiple layers of site and District wide systems.	2023-2024 4% of our students qualified for instruction to address their needs. The national average is 16% or higher. Dry Creek is doing a great job of supporting our students through multiple layers of site and District wide systems.	Number of students scoring in the At-Risk level will remain under 10%

Goal Analysis

An analysis of how this goal was carried out in the previous year.
A description of any substantive differences in planned actions and actual implementation of these actions.

All actions were implemented as planned.

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

2.02: expenses for restorative practices were minimal and are included 2.01. 2.05: the use of existing district staff was utilized for services rather than outside contracts

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

Supporting our students' Social-Emotional Learning (SEL) through our Multi-Tiered System of Support (MTSS) model has been a longstanding priority within our District. This academic year included the implementation of an SEL student screener, a pivotal tool aimed at identifying students in need and pinpointing specific areas of concern (Goal/Action 2.9). Students flagged for assistance are then connected with SEL teams at respective sites, facilitating access to tailored resources and support systems. SEL site teams collect invaluable data and actively collaborate to address student needs, liaising with teachers and families to ensure the seamless implementation of support strategies. Only four percent (4%) of Dry Creek students fell within the "needing instruction" category, a statistic well below the national average. This low identification rate is a testament to the efficacy of strategies and supports enacted at the District, school, and classroom levels (Goal/Action 2.4, 2.6, 2.7, 2.9).

Over the last 3 years, and in response to engagement partner feedback, we have maintained 9 school counselors (Goal/Action 2.6). These counselors play multifaceted roles, from providing individual and group support services to actively participating in the SEL team and facilitating MTSS support and services. This school year, our counseling team served 499 students in either 1:1 or group sessions. In partnership with Wellness Together (Goal/Action 2.5), Tier III mental health therapy was extended to identified students at each school site and benefited 97 students and families this academic year alone. Furthermore, dedicated District mental health clinicians (2) and psychologists (7) deliver essential mental health services to students with specialized needs (118 students) via the Individualized Education Program (IEP) process (Goal/Action 2.5, 2.7). We will continue to work on helping students share their feelings and how to handle stress, as only 48% and 44% of students report knowing how to do this.
Acknowledging the critical importance of professional learning in nurturing social-emotional growth, the District prioritizes ongoing training sessions (Goal/Action 2.4). Various stakeholders, including school counselors, Wellness Together staff, Special Education staff, and the District Social Worker (DSW), lead these sessions, focusing on de-escalation techniques, trauma-informed practices, behavioral and suicide threat assessments, ToolBox curriculum, and suicide prevention. Notably, the current academic year saw 99 staff members engage in specialized training with SELebrate, equipping them with invaluable SEL strategies tailored for TK-8 classrooms. These SEL ambassadors reported significant improvements in student engagement, executive functioning skills, empathy, community building, and overall productivity. Encouraging feedback from staff underscores the need to further expand professional learning initiatives in this domain (Goal/Action 2.4).

Student and family surveys (Goal/Action 2.8, 2.1) regarding school climate and connectedness give us the important and real-time feedback we need to provide appropriate support, communication, and planning. While not meeting the 90% desired outcome, it is encouraging that 75% of our parents understand what types of social-emotional support (Goal/Action 2.1, 2.3, 2.4, 2.5, 2.6) are available to students, and 82% believe that students receive the support they need. We will continue to communicate in various ways the variety of supports available and how to access them.

In conjunction with SEL, the District's comprehensive implementation of Positive Behavioral Interventions and Supports (PBIS) has yielded remarkable success, fostering a shared behavioral language and systematic intervention strategies across all nine school sites. Recognized by the Placer County Office of Education for exemplary implementation, our schools utilize the School-wide Information System (SWIS) to analyze incident patterns and tailor interventions accordingly. Restorative Practices are integrated seamlessly within the PBIS framework, empowering students with conflict resolution skills and fostering a positive, safe school climate. These initiatives have contributed to consistently low suspension rates (2.2%, 2023 Dashboard), although targeted efforts remain imperative to address disparities among student groups. Specifically, our African American student group has consistently had one of the highest suspension rates within the District for the last three years. While the current rate at 6.1% is lower than the baseline of 7.4%, we will be addressing this through specific school site plans with continuous improvement measures. Along these same lines, communication and feedback from our parents and students are key in determining the next steps or additional tiered preventive and supportive measures within PBIS. While our target was to reduce the number of parents feeling that bullying was a problem within the schools, we increased by 10% to 34%. Encouragingly, students report that 62% have never been verbally bullied, and almost 90% say they have never been physically bullied. Along these lines, 87% of parents feel that their students are safe at school and 79% feel that their student(s) get along with others and respect their differences. However, 66% of 4-8 students report feeling that they belong. Moving forward, school sites will leverage this data to chart strategic improvements within their School Plans for Student Achievement, integrating these efforts within the broader framework of PBIS as we expect to see an increase in student connectedness. We will also be providing learning and resources regarding bullying to both students and families.

Attendance monitoring is a collaborative effort involving our site administrators, Director of Student Services, and District Social Worker, who offer both indirect and direct services (Goal/Action 2.3). Regular monitoring of daily attendance by principals, clerks, and teachers at each school site ensures early intervention and problem-solving to eliminate barriers to school attendance. This academic year, our overall daily attendance rate, calculated through April 2024, stands at 94.8%, marking an increase of approximately 1% from the previous school year. Despite this improvement, our attention remains focused on addressing chronic absenteeism, which was reported at 19.4% on the 2023 CA Dashboard. Encouragingly, this figure has shown a positive trend, decreasing by about 8% from 2022 for "All" students. Additionally, we have seen a decline for all student groups over the last two years with the exception of our Foster Youth.

To combat chronic absenteeism, we have implemented a multifaceted approach encompassing various supports and interventions to ensure students have equitable access to their education. School sites have reported significant success in mitigating excessive absences and improving student outcomes through the implementation of attendance incentives, increased communication with families, parent education initiatives, and individualized intervention plans. As of April 2024, the chronic absenteeism rate for the District has decreased to 10.4%, demonstrating the effectiveness of our collaborative efforts (Goal/Action 2.3).

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

We have added our PBIS Inventory as a metric for next school year (Goal/Action 2.1) in order to better assess the implementation at each school site. We condensed and combined actions from the 2021-2024 LCAP into four actions in order to align items that were related. For example, we have combined the actions of PBIS (Gaol/Action 2.1, Restorative Practices (Goal/Action 2.2) and school climate survey (Goal/action 2.8) into new Goal/Action 2.1 in the 2024-2027 LCAP. Similarly, we combined mental health services (Goal/Action 2.5) and counseling services (Goal/Action 2.6) into one action, Goal/Action 2.3, in the 2024-2027 LCAP.

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

Goals and Actions

Goal

Goal #	Description
3	Foster meaningful Parent and Community Engagement

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Parent Survey	2020-2021 Data 1. 90% of parents feel that the school keeps them well informed about events and activities. 2. 77% of parents feel that District schools encourage parent involvement. 3. 94% of parents feel they are able to communicate with teachers/staff when needed. 4. 94% of parents prefer their child's school to provide information through email. 5. 84% of parents feel that District schools effectively communicate	2021-2022 Data 1. 88% of parents feel that the school keeps them well informed about events and activities. (2% decrease) 2. 75% of parents feel that District schools encourage parent involvement. (2% decrease) 3. 93% of parents feel they are able to communicate with teachers/staff when needed. (1% decrease) 4. 94% of parents prefer their child's school to provide information through email. (Maintained) 5. 84% of parents feel	2022-2023 Data 1. 89% of parents feel that the school keeps them well informed about events and activities. (1% increase) 2. 83% of parents feel that District schools encourage parent involvement. (8% increase) 3. 94% of parents feel they are able to communicate with teachers/staff when needed. (1% increase) 4. 92% of parents prefer their child's school to provide information through email. (2% decrease) 5. 84% of parents feel	2023-2024 Data 1. 92% of parents feel that the school keeps them well informed about events and activities.(3% increase) 2.87% of parents feel that District schools encourage parent involvement. (4% increase) 3. 95% of parents feel they are able to communicate with teachers/staff when needed. (1% increase) 4. 91% of parents prefer their child's school to provide information through email. (1% increase) 5. 87% of parents feel	Maintain or increase agreement on all items to 90% or higher ratings.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	with parents regarding their child's progress. 6. 77% of parents understand what types of academic support are available to students. 7. 71% of parents feel that the school and/or District value(s) my participation or input in engagement opportunities.	that District schools effectively communicate with parents regarding their child's progress. 6. 72% of parents understand what types of academic support are available to students. (5% decrease) 7. 68% of parents feel that the school and/or District value(s) my participation or input in engagement opportunities. (3% decrease)	that District schools effectively communicate with parents regarding their child's progress. (maintain) 6. 73% of parents understand what types of academic support are available to students. (1% increase) 7. 75% of parents feel that the school and/or District value(s) my participation or input in engagement opportunities. (7% increase)	that District schools effectively communicate with parents regarding their child's progress. (3% increase) 6. 77% of parents understand what types of academic support are available to students. (4% increase) 7. 82% of parents feel that the school and/or District value(s) my participation or input in engagement opportunities. (7% increase)	
Participation in Parent/Family Education	2021-2022 School Year will be baseline. Due to COVID opportunities were limited.	Love & Logic Parent courses have been offered. Two six week sessions with 32 families participating. Adult English Courses were held and 24 parent/guardians from Dry Creek participated. Sites have been holding events as COVID allows.	Love & Logic Parent courses were offered through vouchers this year. One Zones of Regulation class was held and 8 parents attended. Adult English Courses were held and 92 parent/guardians from Dry Creek participated.	Love & Logic Parent courses were offered in Fall and Spring - total of 38 participants Adult English Courses were held and 64 parent/guardians from Dry Creek participated. Family Literacy was held at	Increase by 10% each school year

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			Family Literacy was held at Barrett Ranch with 26 participating families. Over 30 site family engagement and parent education events were held this school year.	Over 30 site family engagement and parent education events were held this school year.	
Local Indicator #3 - Parent Engagement Rubric Scores 1 - Exploration Phase 2 - Beginning Development 3 - Initial Implementation 4 - Full Implementation 5 - Full Implementation and Sustainability	2020-2021 Data Building Relationships: 1. Rate the LEA's progress in developing the capacity of staff (i.e. administrators, teachers, and classified staff) to build trusting and respectful relationships with families. 4 2. Rate the LEA's progress in creating welcoming environments for all families in the community. 4.5	2021-2022 Data Building Relationships: 1. Rate the LEA's progress in developing the capacity of staff (i.e. administrators, teachers, and classified staff) to build trusting and respectful relationships with families. 4 (Maintain) 2. Rate the LEA's progress in creating welcoming environments for all families in the community. 4 (decrease by .5)	2022-2023 Data Building Relationships: 1. Rate the LEA's progress in developing the capacity of staff (i.e. administrators, teachers, and classified staff) to build trusting and respectful relationships with families. 4 (Maintain) 2. Rate the LEA's progress in creating welcoming environments for all families in the community. 4 (Maintain)	2023-2024 Data Building Relationships: 1. Rate the LEA's progress in developing the capacity of staff (i.e. administrators, teachers, and classified staff) to build trusting and respectful relationships with families. 4 (Maintain) 2. Rate the LEA's progress in creating welcoming environments for all families in the community. 4 (Maintain)	All 12 areas of practice are rated: 5 - Full Implementation and Sustainability

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	3. Rate the LEA's progress in supporting staff to learn about each family's strengths, cultures, languages, and goals for their children. 3.5 4. Rate the LEA's progress in developing multiple opportunities for the LEA and school sites to engage in 2-way communication between families and educators using language that is understandable and accessible to families. 4 Building Partnerships for Student Outcomes: 5. Rate the LEA's progress in providing professional learning and support to teachers and principals to improve a school's capacity to partner with families. 3.5	3. Rate the LEA's progress in supporting staff to learn about each family's strengths, cultures, languages, and goals for their children. 3 (decrease by .5) 4. Rate the LEA's progress in developing multiple opportunities for the LEA and school sites to engage in 2-way communication between families and educators using language that is understandable and accessible to families. 4 (Maintain) Building Partnerships for Student Outcomes: 5. Rate the LEA's progress in providing professional learning and support to teachers and principals to improve a school's capacity to partner with families. 3 (decrease by .5)	3. Rate the LEA's progress in supporting staff to learn about each family's strengths, cultures, languages, and goals for their children. 4 (Increase) 4. Rate the LEA's progress in developing multiple opportunities for the LEA and school sites to engage in 2-way communication between families and educators using language that is understandable and accessible to families. 4 (Maintain) Building Partnerships for Student Outcomes: 5. Rate the LEA's progress in providing professional learning and support to teachers and principals to improve a school's capacity to partner with families. 3 (Maintain)	3. Rate the LEA's progress in supporting staff to learn about each family's strengths, cultures, languages, and goals for their children. 4 (Maintain) 4. Rate the LEA's progress in developing multiple opportunities for the LEA and school sites to engage in 2-way communication between families and educators using language that is understandable and accessible to families. 4 (Maintain) Building Partnerships for Student Outcomes: 5. Rate the LEA's progress in providing professional learning and support to teachers and principals to improve a school's capacity to partner with families. 4 (Increase)	

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	6. Rate the LEA's progress in providing families with information and resources to support student learning and development in the home. 4 7. Rate the LEA's progress in implementing policies or programs for teachers to meet with families and students to discuss student progress and ways to work together to support improved student outcomes. 4 8. Rate the LEA's progress in supporting families to understand and exercise their legal rights and advocate for their own students and all students. 4 Seeking Input for Decision Making: 9. Rate the LEA's progress in building the capacity of and	6. Rate the LEA's progress in providing families with information and resources to support student learning and development in the home. 4 (Maintain) 7. Rate the LEA's progress in implementing policies or programs for teachers to meet with families and students to discuss student progress and ways to work together to support improved student outcomes. 4 (Maintain) 8. Rate the LEA's progress in supporting families to understand and exercise their legal rights and advocate for their own students and all students. 4 (Maintain) Seeking Input for Decision Making:	6. Rate the LEA's progress in providing families with information and resources to support student learning and development in the home. 4 (Maintain) 7. Rate the LEA's progress in implementing policies or programs for teachers to meet with families and students to discuss student progress and ways to work together to support improved student outcomes. 4 (Maintain) 8. Rate the LEA's progress in supporting families to understand and exercise their legal rights and advocate for their own students and all students. 4 (Maintain) Seeking Input for Decision Making:	6. Rate the LEA's progress in providing families with information and resources to support student learning and development in the home. 4 (Maintain) 7. Rate the LEA's progress in implementing policies or programs for teachers to meet with families and students to discuss student progress and ways to work together to support improved student outcomes. 4 (Maintain) 8. Rate the LEA's progress in supporting families to understand and exercise their legal rights and advocate for their own students and all students. 4 (Maintain) Seeking Input for Decision-Making:	

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	supporting principals and staff to effectively engage families in advisory groups and with decision-making. 4 10. Rate the LEA's progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making. 4 11. Rate the LEA's progress in providing all families with opportunities to provide input on policies and programs, and implementing strategies to reach and seek input from any underrepresented groups in the school community. 4 12. Rate the LEA's progress in providing opportunities to have families, teachers, principals, and District administrators work	9. Rate the LEA's progress in building the capacity of and supporting principals and staff to effectively engage families in advisory groups and with decision-making. 4 (Maintain) 10. Rate the LEA's progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making. 4 (Maintain) 11. Rate the LEA's progress in providing all families with opportunities to provide input on policies and programs, and implementing strategies to reach and seek input from any underrepresented groups in the school community. 4 (Maintain) 12. Rate the LEA's progress in providing	9. Rate the LEA's progress in building the capacity of and supporting principals and staff to effectively engage families in advisory groups and with decision-making. 4 (Maintain) 10. Rate the LEA's progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making. 4 (Maintain) 11. Rate the LEA's progress in providing all families with opportunities to provide input on policies and programs, and implementing strategies to reach and seek input from any underrepresented groups in the school community. 4 (Maintain)	9. Rate the LEA's progress in building the capacity of and supporting principals and staff to effectively engage families in advisory groups and with decision-making. 4 (Maintain) 10. Rate the LEA's progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making. 4 (Maintain) 11. Rate the LEA's progress in providing all families with opportunities to provide input on policies and programs, and implementing strategies to reach and seek input from any underrepresented groups in the school community. 4 (Maintain)	

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

Goal Analysis

An analysis of how this goal was carried out in the previous year.
A description of any substantive differences in planned actions and actual implementation of these actions.

All actions were implemented as planned.

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

3.04 additional translations, interpreting and childcare services were provided.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

Efforts to bolster parent engagement and educational opportunities (Goal/Action 3.1, 3.4) have been central to our District's mission. At both school and District levels, we've actively encouraged parents to participate in a myriad of educational activities and committees. Feedback from our parent community reflects a robust sense of engagement, with eighty-seven percent (87%) affirming that schools actively promote parent involvement, and ninety-two percent (92%) feeling well-informed about events and activities. We recognize the importance of ensuring

all parents feel welcomed and valued, as shown by eighty-two percent (82%) expressing satisfaction with the value placed on their participation.

Understanding the significance of providing resources to support our families, we are developing a comprehensive Parent Academy web page (Goal/Action 3.4). This resource hub will offer access to information, publications, and educational videos covering topics like student achievement, mental health resources, instructional practices, and more.

Effective communication and collaboration with families are pivotal in building strong partnerships (Goal/Action 3.2). To facilitate this, we conduct yearly surveys in partnership with Hanover Research to gather feedback on family needs and assess the effectiveness of services within the LCAP. Survey links were shared via our Parent Square system, with translations available, and hard-copy printouts accessible in school offices. This feedback informed our planning efforts at both the District and site levels. Results indicate high levels of satisfaction, with 95% of parents feeling they can communicate with teachers/staff when needed, and 91% preferring email as a communication tool.

While our communication efforts have been well-received, we are committed to addressing areas for improvement identified through the survey process. Notably, we aim to better inform parents about the types of academic support available to students, with seventy-seven percent (77%) of respondents indicating their understanding of available support. Our school sites are actively exploring messaging strategies and delivery models to effectively communicate this information to families. Similarly, staff at each site, along with Site Councils and ELACs, reviewed the Local Indicator 3, parent engagement rubric to identify areas of strength and areas for growth in developing partnerships with families. District-wide, 9 out of 12 areas were rated as "Fully Implemented." Three items were rated as "Initially Implemented" in the area of Seeking Input for Decision Making, indicating areas for targeted improvement.

English Learner family support and services (Goal/Action 3.3) are provided District-wide and at each school site. Our English learner staff serve as liaisons between schools and EL parents, offering support through meetings, paperwork assistance, resources, and community services. Additionally, we ensure translations and interpreters are readily available for school and District meetings, parent conferences, and school events. Last year, we introduced iPads within each school office and with our Special Ed departments to facilitate real-time communication with our bilingual families. All sites will seek input from families at their first ELAC meeting and review feedback from their LCAP survey and Local Indicator #3 rubrics to determine additional family education needs.

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

There were no changes made to the goal or metrics for the 2024-2027 LCAP.

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

Goals and Actions

Goal

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

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Williams Audit & Resolution - Instructional Materials	100% Compliance	100% Compliance	100% Compliance	100% Compliance	100% Compliance
Williams Audit - Highly Qualified Staff	100% Compliance	100% Compliance	99.4% Compliance 2.6 FTE Vacancies	88% Compliance** based on the 21-22 TMAO Report (2023-2024 is still unavailable) 3 FTE Vacancies	100% Compliance
Class Size Ratios	TK-3 24:1 4-5 30:1 6-8 32:1	TK-3 24:1 4-5 28:1 6-8 28:1	TK-3 24:1 4-5 28:1 6-8 28:1	TK-3 24:1 4-5 30:1 6-8 32:1	TK-3 24:1 4-5 30:1 6-8 32:1
Facilities Inspection Tool (FIT)	Maintain Good Or Exemplary Standings on the FIT ACMS 95.93% Good AM 95.98% Good BR 100% Exemplary CR 97.92% Good CVR 98.69% Good HO 97.91 Good OL 95.57% Good	2021-2022 ACMS 98.3% AM 98.0% BR 97.92% CR 90.77% CVR 96.96% HO 97.64% OL 98.44% QG 95.31%	2022-2023 ACMS 91.48% AM 92.26% BR 90% CR 95.83% CVR 99.17% HO 92.93% OL 95.14% QG 93.01%	2023-2024 Facilities Inspection Tool (FIT) ACMS % and Rating 93.76 Good AM % and Rating 94.69 Good BR % and Rating 94.10 Good	All sites will score Good or Exemplary on the FIT tool

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	QG 94.53% Good SMS 93.3% Good	SMS 98.36% All sites are in GOOD standing. Items found needing attention during the FIT inspection are addressed through work orders in our facilities department.	SMS 94.27% All sites are in GOOD or higher standing. Items found needing attention during the FIT inspection are addressed through work orders in our facilities department.	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	
K/1 Combination Classes	0	There are no K/1 combination classes at our elementary sites.	There are no K/1 combination classes at our elementary sites.	There are no K/1 combination classes at our elementary sites.	0 - K/1 combination classes at our elementary sites.

Goal Analysis

An analysis of how this goal was carried out in the previous year.
A description of any substantive differences in planned actions and actual implementation of these actions.

All actions were implemented as planned.

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

Efficient distribution of instructional materials (Goal/Action 4.1) to all school sites ensured that every student had access to necessary resources for learning. This accomplishment was supported by the Board of Trustees' approval of a resolution guaranteeing sufficient instructional materials on September 14, 2023. Notably, our proactive approach led to zero (0) Williams complaints over the past three years, showcasing our success in diligently monitoring student enrollment and maintaining an adequate inventory of instructional materials.

Monitoring class sizes (Goal/Action 4.2) and minimizing combination classes in the early years (Goal/Action 4.3) continue to be key priorities for our District. Meeting targeted class size ratios and eliminating Kindergarten/First Grade combination classes over seven years ago underscore our commitment to optimizing student learning environments.

Additionally, all schools within the Dry Creek Joint Elementary School District have achieved a commendable "Good" status as evaluated by our annual Facility Inspection Tool (FIT). These comprehensive inspections involve thorough assessments of every building on every school site, generating prioritized work orders to address safety, health, and structural concerns. In conjunction with FIT inspections, our maintenance workers, custodians, and office staff diligently contribute to our online tracking system, ensuring the timely completion of maintenance tasks and the ongoing safety and functionality of our school facilities (Goal/Action 4.4).

Human Resources maintains stringent processes to review placements and credentialing requirements, ensuring appropriate assignments for staff members (Goal/Action 4.5). This meticulous approach has resulted in all but two classrooms being assigned fully credentialed teachers, achieving an impressive 98.13% compliance rate. Even in instances of unfilled vacancies, long-term substitute staff members meet state requirements for placement, affirming our dedication to maintaining high standards in staffing and educational delivery.

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

The Williams Audit for Highly Qualified Staff metric was moved to Goal 1 in the 2024-2027 LCAP as the actions align (Goal/Action 1.1).

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

Instructions

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.

Complete the prompts as instructed for each goal included in the 2023–24 LCAP. Duplicate the tables as needed. The 2023–24 LCAP Annual Update must be included with the 2024–25 LCAP.

Goals and Actions

Goal(s)

Description:
Copy and paste verbatim from the 2023–24 LCAP.

Measuring and Reporting Results
- Copy and paste verbatim from the 2023–24 LCAP.

Metric:
- Copy and paste verbatim from the 2023–24 LCAP.

Baseline:
- Copy and paste verbatim from the 2023–24 LCAP.

Year 1 Outcome:
- Copy and paste verbatim from the 2023–24 LCAP.

Year 2 Outcome:
- Copy and paste verbatim from the 2023–24 LCAP.

Year 3 Outcome:
- When completing the 2023–24 LCAP Annual Update, enter the most recent data available. Indicate the school year to which the data applies.

Desired Outcome for 2023–24:
- Copy and paste verbatim from the 2023–24 LCAP.

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

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023–24)
Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Enter information in this box when completing the 2023–24 LCAP Annual Update.	Copy and paste verbatim from the 2023–24 LCAP.

Goal Analysis

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

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

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

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.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

- Describe the effectiveness or ineffectiveness of the specific actions in making progress toward the goal during the three-year LCAP cycle. "Effectiveness" means the degree to which the actions were successful in producing the desired result and "ineffectiveness" means that the actions did not produce any significant or desired 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, desired 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.

California Department of Education
November 2023

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	swegner@dcjesd.us (916) 770-8800

Plan Summary [2024-25]

General Information

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

Welcome to the Dry Creek Joint Elementary School District (DCJESD), 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 6,846 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 1,957 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 3,243 students receiving free or reduced meals, twenty-two Foster Youth, and one hundred ninety-three 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 49% 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.

Academic Indicator:
In the realm of academic achievement, the Dashboard reflects notable successes, with 9 out of 14 student groups either maintaining or increasing proficiency in both English Language Arts (ELA) and math. Although we still observe a medium level for "All" students overall, it's encouraging to witness progress among various cohorts.
However, there are areas of concern highlighted by declines in performance. Specifically, four student groups experienced decreases in ELA, while four saw declines in math. Additionally, one student group, EL, showed declines in both ELA and math. Though these decreases aren't deemed significant, they warrant attention. Our school site teams, in collaboration with the EL coordinator, will delve into the data to identify students who have experienced declines in English Language Proficiency Indicator and CAASPP scores (Goal/Action 1.1, 1.5). Subsequently, targeted direct instruction will be provided to address their specific needs. On a positive note, we are delighted to observe the progress of our students with disabilities (SWD). This group has demonstrated growth in both academic indicators on the Dashboard and in our CAASPP scores for 2022/2023. This success can be attributed to the ongoing training our staff has received in recent years and the implementation of effective, research-based strategies such as co-teaching, Orton Gillingham, and Universal Design for Learning (UDL). Although the district has witnessed overall success with SWD, certain school sites still have SWD student groups performing at the Very Low level on the Dashboard. To address this, Heritage Oak Elementary, Creekview Ranch School, Coyote Ridge Elementary, and Silverado Middle are actively engaged in Improvement work through the SELPA System Improvement Leads Grant led by El Dorado County Office of Education (Goal/Action 1.1, 1.2, 1.7, 1.8). This initiative focuses on building capacity to enhance outcomes for students with disabilities. Emphasizing the use of data, continuous improvement, and the implementation of high-leverage practices, it aims to ensure that students with disabilities have access to cohesive and effective school systems designed to provide necessary supports and interventions for educational and post-secondary success.

English Language Proficiency Indicator:
Dry Creek Joint Elementary School District exhibits commendable strengths in fostering the academic advancement of English Learner (EL) students, as evidenced by Goal/action 1.5 and 3.3 initiatives. Over the past three years, Dashboard data reveals an impressive average of 60.5% of EL students making strides toward English language proficiency. Moreover, our Reclassified Fluent English Proficient (RFEP) figures have consistently averaged at 14% during this period. Notably, RFEP students consistently outperform their peers across both Dashboard and CAASPP assessments. This success can be attributed to the dedicated support of EL teachers, the comprehensive implementation of Guided Language Acquisition Design (GLAD) training across all school sites, and our concerted efforts to provide robust support to EL families. However, despite these achievements, we are cognizant of the recent decline in ELPI scores at two of our school sites, Antelope Meadows (40%) and Coyote Ridge (42.6%), over the past year. These sites, equipped with dedicated EL teachers and fully integrated GLAD practices, will collaborate closely with our District EL Coordinator to conduct a thorough analysis of the data. Together, they will develop a comprehensive action plan tailored to meet the needs of students who require support in advancing their proficiency levels or

who have experienced a decline. Additionally, these school sites will address this decline and outline strategies for improvement in their forthcoming Single Plan for Student Achievement (SPSA). By leveraging our strengths and addressing areas of improvement with strategic action plans, we remain committed to ensuring the continued academic success and language proficiency of all EL students within our district.

Suspension Indicator:
Recognized by the Placer County Office of Education for exemplary implementation, our schools have established robust systems to minimize suspendable behavior. Utilizing the School-wide Information System (SWIS), incident patterns are meticulously analyzed, enabling tailored interventions to address behavioral challenges effectively. Restorative Practices are seamlessly integrated within the Positive Behavioral Interventions and Supports (PBIS) framework, equipping students with valuable conflict resolution skills and nurturing a positive, safe school climate. These initiatives have yielded tangible results, reflected in consistently low overall suspension rates (2.2%, 2023 Dashboard). However, targeted efforts are essential to address disparities among student groups. Our African American student group has consistently exhibited one of the highest suspension rates within the District over the past three years, with Antelope Meadows (6.5%) and Creekview Ranch (9.1%) recording the highest rates (Goal/Action 2.1). While the current district-wide suspension rate for African American students stands at 6.1%, representing a decrease from the baseline of 7.4%, specific actions are underway to further mitigate this disparity. Each school site has developed a comprehensive continuous improvement plan, articulated in their Single Plan for Student Achievement (SPSA). These plans encompass a range of proactive practices, including empathy interviews, enhanced communication strategies, fostering strong relationships with families, promoting connections with adults on campus, and implementing mentoring programs. By diligently implementing these targeted strategies, we are committed to fostering an inclusive and supportive environment where all students can thrive academically and socially, while further reducing suspension rates across student groups.

Chronic Absenteeism:
Dry Creek Joint Elementary School District has significantly reduced chronic absenteeism rates, marking an impressive decrease of 8.2% to 19.5%. This achievement underscores our ongoing efforts to cultivate a positive school climate and enhance student engagement (Goal/Action 2.2). While these results are promising, targeted interventions remain essential to drive further reductions in absenteeism rates, especially among vulnerable student populations. Although chronic absenteeism has declined for 12 out of 14 student groups, several groups still exceed the 20% threshold. All three of our unduplicated pupil populations—English Learners (EL), Foster Youth (FY), and socio-economically disadvantaged (SED)—continue to face challenges in this area. Additionally, the homeless and American Indian or Alaskan Native student groups exhibit alarmingly high rates, standing at 48% and 40%, respectively. Furthermore, while overall reductions in absenteeism have been observed at most sites, certain student groups at three schools still maintain a "Very High" level of chronic absenteeism (Barrett Ranch - Two or More Races, Creekview Ranch - English Learners, African American, and Students with Disabilities, Antelope Crossing - English Learners) (Goal/Action 2.2). 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 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. 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.

Reflections: Technical Assistance

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

N/A

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

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 7, 2023, February 1, 2024, and May 21, 2024, 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 February 1, 2024, and May 21, 2024, 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, administrators, students, and parents, while ELACs included

Educational Partner(s)	Process for Engagement
	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 16 to January 26, 2024, and the student survey was administered from February 12 to March 1, 2024. 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 13, 2024. 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 18, 2024.

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

The DRAFT 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 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 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
1.1	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			0 Misassignments 0 Vacancies	
1.2	Williams Audit - Instructional Materials Students with access to standards-aligned instructional materials.	2023-2024 100% compliance			100% Compliance	
1.3	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			Maintain agreement at 95% or higher	
1.4	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%			2025-2026 CAASPP ELA Increase each student group and grade level by a minimum of 5%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		3rd Grade ELA 51.93% 4th Grade ELA 51.24% 5th Grade ELA 55.71% 6th Grade ELA 54.48% 7th Grade ELA 60.48% 8th Grade ELA 53.74%			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%	
1.5	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			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	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Two or More Races +9.8 Socio-economically Disadvantaged -16.6 English Learner -20.9 Students With Disabilities -74.5 Foster Youth ** student group too small for scoring Homeless -37.1			Filipino +58.7 or higher Hispanic +35.4 Pacific Islander +45 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	
1.6	CAASPP Math Percent of Students meeting or exceeding standard	2022-2023 Overall 45.85% SWD 19.03% FY ** student group too small for scoring SED 35.45% EL 21.22% 3rd Grade Math 45.11% 4th Grade Math 40.8%			2025-2026 CAASPP Math Increase each student group and grade level by a minimum of 5% 3rd Grade Math 50.11% 4th Grade Math 45.8%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		5th Grade Math 33.38% 6th Grade Math 33.19% 7th Grade Math 33.17% 8th Grade Math 29.94%			5th Grade Math 38.38% 6th Grade Math 38.19% 7th Grade Math 38.17% 8th Grade Math 34.94%	
1.7	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			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	

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 -54.9			Socio-economically Disadvantaged +5.8 English Learner +7 Students With Disabilities at/above standard Foster Youth ** student group too small for scoring Homeless at/above standard	
1.8	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%			2026-2027 District Assessment Data K-2 ELA & Math 80% or more of students meeting proficiency	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		2nd Grade - ELA Comprehension Fiction 81% Comprehension Informational 44% Math: Kinder - Math Number ID 92% Addition Facts 99% Subtraction Facts 97% 1st Grade - Math End of Year Summative 78% 2nd Grade - Math End of Year Summative 79%				
1.9	Students Enrolled in PLTW courses	2023-2024 Students Enrolled in PLTW courses SED/FY 591 (49.85%) EL 397 (33%)			2026-2027 Students Enrolled in PLTW courses Maintain a 30% or higher enrollment. SED/FY EL	
1.10	Dashboard Indicator - ELPI % of students making progress toward English proficiency	2022-2023 Dashboard ELPI: 58.8%			2025-2026 Dashboard Maintain growth and a "high" rating yearly.	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					ELPI: 65%	
1.11	EL Reclassification Rate % of EL students who are reclassified each year at English Proficient	2023-2024 Reclassification Rate 10% or 160 students			2026-2027 Reclassification Rate: Maintain 10% or higher rate	

Goal Analysis [2023-24]

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.

Not Applicable.

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.

Not Applicable.

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

Not Applicable.

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.

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Professional Learning &	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	$704,452.00	Yes

Action #	Title	Description	Total Funds	Contributing
	Standards Implementation	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.		
1.2	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.	$180,172.00	Yes
1.3	Technology Access & Integration	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.	$293,536.00	Yes
1.4	College & Career Readiness	Provide learning opportunities for our students that align with college and career readiness. Provide our middle school students CTE aligned courses through Project Lead the Way (Design and Modeling, Automation and Robotics, Medical Detectives and Computer Science), in preparation for the CTE pathways at the feeder high schools.	$35,444.00	Yes
1.5	English Language Supports & Services	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.	$1,264,009.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Review and update our EL Master Plan as needed based on student need, data, and feedback from EL stakeholders.		
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. Provide school supplies, transportation, clothing food provisions and hygiene kits as needed.	$183,573.00	Yes
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.	$308,712.00	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.	$467,907.00	Yes

Action #	Title	Description	Total Funds	Contributing
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.	$3,854,517.00	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.

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 (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
2.1	Dashboard Suspension Indicator	2022-2023 Dashboard All 2.2%			2025-2026 Dashboard Student Groups Blue Level	

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 .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%	
2.2	PBIS Tiered Fidelity Inventory (TFI)	Baseline to be established 2024-2025 School year			2026-2027 All sites will report a score of at least 50 on the TFI.	
2.4	Student Climate Survey - 4th - 8th grade students	2023-2024 Survey Data Q1: 58% of students feel like they belong at school.			2026-2027 Survey Data Maintain a 75% agreement or higher on questions 1-5	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		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)				
2.5	Middle School Drop Out Rate % of Middle School Students	2023-2024 0%			2026-2027 Maintain 0%	
2.6	Expulsion Rate % of students expelled	2023-2024 0%			2026-2027 Maintain less than 1%	
2.7	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%			2025-2026 Dashboard Student Groups Blue Level All 5% American Indian or Alaskan Native 2.5% Asian 4.5%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		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%			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%	
2.8	Average Daily Attendance Rate %	2023-2024 ADA % Overall 94.87% SWD 92.35% FY 92.62% SED 93.08% EL 94.43%			2026-2027 Increase all student groups to 96% or higher.	

Goal Analysis [2023-24]

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.

Not Applicable.

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.

Not Applicable.

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

Not Applicable.

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.

Not Applicable.

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. 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.	$215,393.00	Yes
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.	$19,384.00	Yes

Action #	Title	Description	Total Funds	Contributing
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.	$613,072.00	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 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.	$537,068.00	Yes
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.	$4,313,221.00	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
3.1	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			2026-2027 Maintain 4 or higher in each of the three areas Building Relationships: Building Partnerships for Student Outcomes:	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					Seeking Input for Decision-Making:	
3.2	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.			2026-2027 Data Receive 80% rating or higher on survey items	
3.3	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			Increase participation each year in our parent education and engagement events.	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		education events were held this school year.			Maintain or increase the opportunities provided.	

Goal Analysis [2023-24]

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.

Not Applicable.

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.

Not Applicable.

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

Not Applicable.

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.

Not Applicable.

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.	$12,976.00	Yes

Action #	Title	Description	Total Funds	Contributing
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.	$53,987.00	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.	$12,361.00	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
4.1	Williams Audit - Instructional Materials Students with access to standards-aligned instructional materials.	2023-2024 100% Compliance			2026-2027 100% Compliance	
4.2	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			2026-2027 TK-3 24:1 4-5 30:1 6-8 32:1	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.3	Kindergarten/1st Grade Combination Classes	2023-2024 Number of Kindergarten/1st Grade Combination classes: 0			2026-2027 0 K/1 Combination Classes	
4.4	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			2026-2027 All sites meeting "Good Repair" or better	

Goal Analysis [2023-24]

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.

Not Applicable.

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.

Not Applicable.

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

Not Applicable.

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.

Not Applicable.

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.	$2,296,289.00	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	$2,132,057.00	Yes
4.3	Minimize K/1 Combo	Minimize the number of Kindergarten/First grade combination classes.	$339,601.00	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	$9,052,310.00	No

Action #	Title	Description	Total Funds	Contributing
		safety needs directly. The team tracks this closely and conducts full site 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.	$36,095,610.00	No

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2024-25]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$6,620,118	$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
9.630%	0.504%	$342,668.33	10.134%

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:** ELA CAASPP: Overall 54.63% SWD 19.17% FY ** student group too small for scoring SED 43.19% EL 21.22%	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 serve these students. In order to implement the	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
	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 Students With Disabilities -74.5 Foster Youth ** student group too small for scoring Homeless -37.1 Math CAASPP: Overall 45.85% SWD 19.03% FY ** student group too small for scoring SED 35.45% EL 21.22% 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	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 SBE and the CDE are committed to ensuring that highly qualified, experienced, and effective	

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
	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 **Scope:** LEA-wide	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.	
1.2	**Action:** Increased Time to Learn **Need:** ELA CAASPP: Overall 54.63% SWD 19.17% FY ** student group too small for scoring SED 43.19% EL 21.22% 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	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
	English Learner -20.9 Students With Disabilities -74.5 Foster Youth ** student group too small for scoring Homeless -37.1 Math CAASPP: Overall 45.85% SWD 19.03% FY ** student group too small for scoring SED 35.45% EL 21.22% 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 **Scope:**		

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
	LEA-wide		
1.3	**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 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	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 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.	number of Library Media Technicians (LMT), Hotspots, student use of technology in the classroom, student/teacher feedback
1.4	**Action:** College & Career Readiness **Need:** ELA CAASPP:	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	# of EL, FY and SED students enrolled in and having access to a Broad Course of Study/college

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	Overall 54.63% SWD 19.17% FY ** student group too small for scoring SED 43.19% EL 21.22% 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 Students With Disabilities -74.5 Foster Youth ** student group too small for scoring Homeless -37.1 Math CAASPP: Overall 45.85% SWD 19.03% FY ** student group too small for scoring SED 35.45% EL 21.22% 2022-2023 Dashboard Math All -16.3 American Indian or Alaskan Native -55.3 Asian +1.8	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 1,186 students enrolled, 49% are classified as low income, while 33% are English learner students. These figures underscore our 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.	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
	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 **Scope:** LEA-wide		
1.5	**Action:** English Language Supports & Services **Need:** ELA CAASPP: Overall 54.63% EL 21.22% Math CAASPP: Overall 45.85% EL 21.22% 2022-2023 Dashboard ELA All +8.0 English Learner -20.9 2022-2023 Dashboard Math All -16.3 English Learner -38 Dashboard ELPI: 58.8% 10% RFEP	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	ELPI Dashboard Indicator, EL student Achievement Data on CAASPP, RFEP %

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
	While we have shown progress with our EL students, continued work to help reach higher proficiency levels are necessary as evidenced by the gap in achievement data above. **Scope:** LEA-wide	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% (160) of EL students as "fluent English proficient." Looking at data over time, reclassified EL students exceed "all" students in meeting or exceeding standard on the CAASPP tests. While our expectation is that our EL students grow and progress to close achievement gaps, other struggling students and families will benefit from these actions and therefore, we will implement on an LEA wide basis.	
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. Current data shows a 3.6% suspension rate and 48% chronic absenteeism. **Scope:** LEA-wide	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, CAASPP and District 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
1.7	**Action:** Multi-Tier Systems of Supports (MTSS)-Academic **Need:** ELA CAASPP: Overall 54.63% SWD 19.17% FY ** student group too small for scoring SED 43.19% EL 21.22% 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 Students With Disabilities -74.5 Foster Youth ** student group too small for scoring Homeless -37.1 Math CAASPP: Overall 45.85% SWD 19.03% FY ** student group too small for scoring SED 35.45% EL 21.22%	Processes will be developed in which staff desegregate and analyze data and evaluate student progress and develop actions to mitigate barriers for our student groups and eliminate disparities in educational outcomes. It is expected that the result of this work will help to maximize learning time, access, and opportunities for our unduplicated students. These actions can be positive for all students that are underachieving or experiencing barriers, therefore, this work will be done on an LEA wide basis.	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
	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 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, Universal screeners show the need for Tier 2 and Tier 3 student support.	Ensuring every unduplicated student has the most highly qualified and appropriately assigned teacher provides them with a distinct advantage during their school years. We anticipate growth in each of these groups as we have provided intensive and focused professional development intended to serve these students. In order to implement the	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
	Scope: LEA-wide	high level instructional practices and technology, planning time has been provided to maximize lesson design. While our actions are intended to bridge the gap for our unduplicated students, given the effectiveness, we know all students will benefit and therefore they are implemented on an LEA wide basis.	
2.1	**Action:** Positive School Climate & Support **Need:** Suspension Rate - CA Dashboard All 2.2% 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% Unduplicated pupils have higher rate than "All" students **Scope:** LEA-wide	Supporting the whole child is a priority in DCJESD and we pride ourselves on the well-developed systems in place to do so. We have worked very hard the last several years to develop and fully implement a robust MTSS model at each school site and at the District level. As defined by CDE, "MTSS is an integrated, comprehensive framework that focuses on CCSS, core instruction, differentiated learning, student centered learning, individualized student needs, and the alignment of systems necessary for all students' academic, behavioral, and social success. As such, MTSS encompasses both RtI and PBIS, and systematically addresses support for all students. Because of the tiered level of supports staff have the ability to meet the needs of our unduplicated students, as many require interconnected supports to be successful. Since MTSS is a framework that brings together both RtI and PBIS and aligns their supports to serve the whole child, it also relies on data gathering through universal screening, data-driven decision making, and problem solving teams, and focuses on content standards. MTSS aligns the entire system of initiatives, supports, and resources, and implements continuous improvement processes throughout the system."RtI is an approach that focuses on individual students who are struggling academically and pulls together resources from	Suspension Rate, Expulsion 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
		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:** Chronic Absenteeism - CA 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 ADA % Overall 92.45% SWD FY	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 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.	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
	SED EL **Scope:** LEA-wide		
2.3	**Action:** School Based Social-Emotional Behavior Health **Need:** Suspension Rate - CA Dashboard All 2.2% 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% Chronic Absenteeism - CA 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%	We have increased counseling services and mental health therapy, giving our most at-risk students access to the much needed social-emotional and behavioral supports. Providing increased health services directly supports our unduplicated students who may have experienced the lack of medical care and follow up. Increasing health and psychology services to support the social, physical, and mental health needs of our at-risk students will better enable these students to access learning and experience success in school. We expect that the attendance rate for our unduplicated student groups will increase significantly more than the attendance rate of all other students, as our programs are designed to meet the needs of students most associated with the barriers to attendance. Furthermore, we anticipate our unduplicated students will experience more learning time and have higher engagement, as a direct result of lower suspension rates. While our intent is to provide these services specific to the needs of our unduplicated students, we know the systems in place benefit all students and will provide them on an LEA wide basis.	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
	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% **Scope:** LEA-wide		
2.4	**Action:** Increased Support Services & Staffing **Need:** Suspension Rate - CA Dashboard All 2.2% 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% Chronic Absenteeism - CA Dashboard All 19.5% American Indian or Alaskan Native 40%	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 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	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
	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% **Scope:** LEA-wide	systems in place benefit all students and will provide them on an LEA wide basis.	
3.1	**Action:** Engagement Opportunities **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 nd 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. 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
	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. ELA CAASPP: Overall 54.63% SWD 19.17% FY ** student group too small for scoring SED 43.19% EL 21.22% 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 Students With Disabilities -74.5 Foster Youth ** student group too small for scoring Homeless -37.1 Math CAASPP: Overall 45.85% SWD 19.03% FY ** student group too small for scoring		

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
	SED 35.45% EL 21.22% 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 **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.	Reaching out to our parents and community, particularly our unduplicated families, will better enhance our programs and provide consistent parent participation rates. Feedback gathered from our educational partners supports the continuance of our parent engagement and education initiatives. As discussed above, increased parent engagement directly correlates with increased student engagement and achievement. It is	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
	Outcomes for our students are best achieved when families nd schools work together, collaboratively and in an ongoing partnership that is focused on supporting improved learning and development outcomes. 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. ELA CAASPP: Overall 54.63% SWD 19.17% FY ** student group too small for scoring SED 43.19% EL 21.22% 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 Students With Disabilities -74.5 Foster Youth ** student group too small for scoring	expected that our unduplicated students will benefit both academically and social-emotionally and we choose to offer this on an LEA wide basis as it will benefit all families and students.	

Goal 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
	Homeless -37.1 Math CAASPP: Overall 45.85% SWD 19.03% FY ** student group too small for scoring SED 35.45% EL 21.22% 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 **Scope:** LEA-wide		
3.3	**Action:** English Learner Family Support & Services **Need:**	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	DELAC/ELAC feedback, parent survey data, feedback on parent education opportunities,

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
	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 nd schools work together, collaboratively and in an ongoing partnership that is focused on supporting improved learning and development outcomes. DELAC representatives would like to see continued opportunities for parent involvement by maintaining the district support of interpretation services and document translation. Additionally the representatives requested to maintain the English learner teachers and school counselors, increase family culture in the classroom, and add cultural books for the library. Each site will focus on supporting staff to learn more about the families and take an asset-based approach to educating our language learners. ELPI: 54.8% ELA CAASPP: Overall 54.63% EL 21.22% 2022-2023 Dashboard ELA All +8.0 Socio-economically Disadvantaged -16.6 English Learner -20.9	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.	student data, parents participating in educational events

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
	Foster Youth ** student group too small for scoring Math CAASPP: Overall 45.85% EL 21.22% 2022-2023 Dashboard Math All -16.3 English Learner -38 Foster Youth ** student group too small for scoring Homeless -54.9 **Scope:** LEA-wide		
4.2	**Action:** Class Size Targets **Need:** ELA CAASPP: Overall 54.63% SWD 19.17% FY ** student group too small for scoring SED 43.19% EL 21.22% 2022-2023 Dashboard ELA All +8.0 American Indian or Alaskan Native -4.2	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	CAASPP, Dashboard, District Assessment 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 +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 Students With Disabilities -74.5 Foster Youth ** student group too small for scoring Homeless -37.1 Math CAASPP: Overall 45.85% SWD 19.03% FY ** student group too small for scoring SED 35.45% EL 21.22% 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	manner. The class targets and elimination of K/1 combination classes will be implemented 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
	Foster Youth ** student group too small for scoring Homeless -54.9 ELPI: 58.8% **Scope:** LEA-wide		
4.3	**Action:** Minimize K/1 Combo **Need:** Kindergarten Assessments 1st grade Assessments **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.	District Assessments for early literacy and math skills

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:** English Language Supports & Services **Need:** **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. The EL teachers serve as an expert to help guide school staff in best practices and strategies to help our EL students meet proficiency. The EL teachers provide modeling, guidance and also co-teach with our general education staff to meet all EL student needs. GLAD training, recognized as a model reform program by the CDE, is part of our onboarding process in Dry Creek and provides content area instructional strategies to help our EL learners access their curriculum at higher levels. Parent and family classes are also offered throughout the district in order to establish bridges between school and home and to help our EL families participate in their child(ren)'s educational experience. As noted in the Engaging Educational Partners section, both parents and staff expressed the desire and importance of having these specific EL supports at all of our schools. The effectiveness of our approach shows in our data. This school year we were able to reclassify 10% (160) of EL students as "fluent English proficient". Looking at data over time, reclassified EL students exceed "all" students in meeting or exceeding standard on the CAASPP tests. While our expectation is that our EL students grow and progress to close achievement gaps, other struggling students and families will benefit from	ELPI Dashboard Indicator

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
		these actions and therefore, we will implement on an LEA wide basis.	
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:** Limited to Unduplicated Student Group(s)	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
3.3	**Action:** English Learner Family Support & Services **Need:** **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% (160) 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	DELAC/ELAC feedback, parent survey data, feedback on parent education opportunities, student data, parents participating in educational events

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
		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.	

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 quailfy 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		

2024-25 Total 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	$68,744,049	6,620,118	9.630%	0.504%	10.134%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$51,005,812.00	$8,407,827.00	$3,185,649.00	$390,863.00	$62,990,151.00	$51,953,465.00	$11,036,686.00

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		$490,683.00	$213,769.00	$704,452.00				$704,452.00	
1	1.2	Increased Time to Learn	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$85,485.00	$94,687.00	$180,172.00				$180,172.00	
1	1.3	Technology Access & Integration	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$277,189.00	$16,347.00	$293,536.00				$293,536.00	
1	1.4	College & Career Readiness	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	$35,444.00	$35,444.00				$35,444.00	
1	1.5	English Language Supports & Services	English Learners	Yes	LEA-wide Limited to Unduplicated Student Group(s)	English Learners	All Schools		$1,159,516.00	$104,493.00	$1,264,009.00				$1,264,009.00	
1	1.6	Foster Youth Supports & Services	Foster Youth	Yes	LEA-wide Limited	Foster Youth	All Schools		$183,573.00	$0.00	$183,573.00				$183,573.00	

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
					to Unduplicated Student Group(s)											
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		$130,079.00	$178,633.00	$308,712.00				$308,712.00	
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		$467,907.00	$0.00	$467,907.00				$467,907.00	
1	1.9	Items not funded from LCFF Supplemental	All	No			All Schools		$1,417,443.00	$2,437,074.00	$777,025.00	$2,933,048.00		$144,444.00	$3,854,517.00	
2	2.1	Positive School Climate & Support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$14,536.00	$200,857.00	$215,393.00				$215,393.00	
2	2.2	Attendance Supports & Services	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$0.00	$19,384.00	$19,384.00				$19,384.00	
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		$533,323.00	$79,749.00	$613,072.00				$613,072.00	
2	2.4	Increased Support Services & Staffing	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$537,068.00	$0.00	$537,068.00				$537,068.00	

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
2	2.5	Items not funded from LCFF Supplemental	All	No			All Schools		$4,237,224.00	$75,997.00	$1,206,993.00	$2,529,318.00	$330,491.00	$246,419.00	$4,313,221.00	
3	3.1	Engagement Opportunities	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$0.00	$12,976.00	$12,976.00				$12,976.00	
3	3.2	Communication & Input	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$0.00	$53,987.00	$53,987.00				$53,987.00	
3	3.3	English Learner Family Support & Services	English Learners	Yes	LEA-wide Limited to Unduplicated Student Group(s)	English Learners	All Schools		$12,361.00	$0.00	$12,361.00				$12,361.00	
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	$2,296,289.00	$670,957.00	$1,625,332.00			$2,296,289.00	
4	4.2	Class Size Targets	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$2,132,057.00	$0.00	$2,132,057.00				$2,132,057.00	
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		$339,601.00	$0.00	$339,601.00				$339,601.00	

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		$3,839,810.00	$5,212,500.00	$4,877,023.00	$1,320,129.00	$2,855,158.00		$9,052,310.00	
4	4.5	Items not funded from LCFF Supplemental	All	No			All Schools		$36,095,610.00	$0.00	$36,095,610.00				$36,095,610.00	

2024-25 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
$68,744,049	6,620,118	9.630%	0.504%	10.134%	$7,373,704.00	0.000%	10.726 %	**Total:**	$7,373,704.00
								LEA-wide Total:	$7,373,704.00
								Limited Total:	$1,459,943.00
								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	$704,452.00	
1	1.2	Increased Time to Learn	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$180,172.00	
1	1.3	Technology Access & Integration	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$293,536.00	
1	1.4	College & Career Readiness	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Specific Schools: Antelope Crossing Middle, Silverado Middle, Creekview Ranch 6-8	$35,444.00	
1	1.5	English Language Supports & Services	Yes	LEA-wide Limited to Unduplicated Student Group(s)	English Learners	All Schools	$1,264,009.00	

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	LEA-wide Limited to Unduplicated Student Group(s)	Foster Youth	All Schools	$183,573.00	
1	1.7	Multi-Tier Systems of Supports (MTSS)-Academic	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$308,712.00	
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	$467,907.00	
2	2.1	Positive School Climate & Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$215,393.00	
2	2.2	Attendance Supports & Services	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$19,384.00	
2	2.3	School Based Social-Emotional Behavior Health	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$613,072.00	
2	2.4	Increased Support Services & Staffing	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$537,068.00	
3	3.1	Engagement Opportunities	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$12,976.00	
3	3.2	Communication & Input	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$53,987.00	
3	3.3	English Learner Family Support & Services	Yes	LEA-wide Limited to Unduplicated Student Group(s)	English Learners	All Schools	$12,361.00	

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 (%)
4	4.2	Class Size Targets	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$2,132,057.00	
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	$339,601.00	

2023-24 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$61,375,548.00	$61,287,011.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.1	Professional Learning	Yes	$344,405.00	$359,246
1	1.2	Curriculum and Assessment Teams	Yes	$27,663.00	$41,447
1	1.3	Increased Time to Learn	Yes	$117,128.00	$112,929
1	1.4	Transitional Kindergarten	No		
1	1.5	Technology Access and Integration	Yes	$315,789.00	$330,380
1	1.6	College and Career Readiness	Yes	$13,828.00	$17,533
1	1.7	English Learner Supports and Services	Yes	$1,050,667.00	$1,059,997
1	1.8	Foster Youth & Homeless Supports and Services	Yes	$176,640.00	$176,696
1	1.9	Multi-tiered System of Supports - Academic	Yes	$212,131.00	$188,106
1	1.10	Highly Qualified Staff	Yes	$17,852.00	$13,195
1	1.11	Instructional Planning	Yes	$407,698.00	$406,542

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	1.12	Educational Equity	Yes	$2,093.00	$0
1	1.13	Items from Goal 1, Actions 1-12 that are "not contributing"	No	$6,045,614.00	$4,908,564
2	2.1	Positive Behavior Intervention & Supports (PBIS)	Yes	$29,040.00	$27,024
2	2.2	Restorative Practices	Yes	$5,233.00	$0
2	2.3	Attendance Supports and Services	Yes	$3,140.00	$5,420
2	2.4	Social-Emotional Learning (SEL) Professional Learning	Yes	$4,933.00	$9,339
2	2.5	School-Based Mental Health	Yes	$9,402.00	$1,206
2	2.6	School Counseling	Yes	$514,136.00	$498,831
2	2.7	Increased Support Services and Staffing	Yes	$520,045.00	$497,298
2	2.8	School Climate Student Survey	Yes	$14,760.00	$16,354
2	2.9	Social-Emotional Learning Student Screener	No	$0.00	$0
2	2.10	Items from Goal 2, Actions 1-9 that are "not contributing"	No	$4,332,645.00	$4,306,777
3	3.1	Engagement Opportunities	Yes	$478.00	$1,490

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)
3	3.2	Communication and Input	Yes	$52,920.00	$62,837
3	3.3	English Learner Family Supports and Services	Yes	$23,354.00	$26,716
3	3.4	Parent Education	Yes	$12,449.00	$25,586
3	3.5	Items from Goal 3, Actions 1-4 that are "not contributing"	No	$4,500.00	$4,500
4	4.1	Instructional Materials	No	$292,810.00	$238,773
4	4.2	Class Size Target Ratios	Yes	$2,040,032.00	$2,026,011
4	4.3	Minimize Kindergarten/First Grade Combination Classes	Yes	$329,878.00	$329,734
4	4.4	Safe and Orderly Facilities	No	$8,046,282.00	$8,680,701
4	4.5	Appropriately Assigned Staff	Yes	$3,091.00	$2,093
4	4.6	Items from Goal 4, Actions 1 - 6 that are "not contributing	No	$36,404,912.00	$36,911,686

2023-24 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)
$6,401,890	$6,248,785.00	$6,236,010.00	$12,775.00	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	Yes	$344,405.00	$359,246		
1	1.2	Curriculum and Assessment Teams	Yes	$27,663.00	$41,447		
1	1.3	Increased Time to Learn	Yes	$117,128.00	$112,929		
1	1.5	Technology Access and Integration	Yes	$315,789.00	$330,380		
1	1.6	College and Career Readiness	Yes	$13,828.00	$17,533		
1	1.7	English Learner Supports and Services	Yes	$1,050,667.00	$1,059,997		
1	1.8	Foster Youth & Homeless Supports and Services	Yes	$176,640.00	$176,696		
1	1.9	Multi-tiered System of Supports - Academic	Yes	$212,131.00	$188,106		
1	1.10	Highly Qualified Staff	Yes	$17,852.00	$13,195		
1	1.11	Instructional Planning	Yes	$407,698.00	$406,542		
1	1.12	Educational Equity	Yes	$2,093.00	$0		
2	2.1	Positive Behavior Intervention & Supports (PBIS)	Yes	$29,040.00	$27,024		
2	2.2	Restorative Practices	Yes	$5,233.00	$0		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
2	2.3	Attendance Supports and Services	Yes	$3,140.00	$5,420		
2	2.4	Social-Emotional Learning (SEL) Professional Learning	Yes	$4,933.00	$9,339		
2	2.5	School-Based Mental Health	Yes	$9,402.00	$1,206		
2	2.6	School Counseling	Yes	$514,136.00	$498,831		
2	2.7	Increased Support Services and Staffing	Yes	$520,045.00	$497,298		
2	2.8	School Climate Student Survey	Yes	$14,760.00	$16,354		
3	3.1	Engagement Opportunities	Yes	$478.00	$1,490		
3	3.2	Communication and Input	Yes	$52,920.00	$62,837		
3	3.3	English Learner Family Supports and Services	Yes	$23,354.00	$26,716		
3	3.4	Parent Education	Yes	$12,449.00	$25,586		
4	4.2	Class Size Target Ratios	Yes	$2,040,032.00	$2,026,011		
4	4.3	Minimize Kindergarten/First Grade Combination Classes	Yes	$329,878.00	$329,734		
4	4.5	Appropriately Assigned Staff	Yes	$3,091.00	$2,093		

2023-24 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)
$67,995,511	$6,401,890	0.26%	9.675%	$6,236,010.00	0.000%	9.171%	$342,668.33	0.504%

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:

  o 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]).

  o 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.

- o Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* Section 52064[b][7]).

- o 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.

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.

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.

- 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.

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

School districts and COEs: *EC* sections [52060(g) (California Legislative Information)](#) and [52066(g) (California Legislative Information)](#) 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) (California Legislative Information)](#) 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 (California Legislative Information)](#);

  - **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 (California Legislative Information); and

- For charter schools, see Education Code Section 47606.5 (California Legislative Information).

- **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.

  o 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,

  o 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:

  o 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) (California Legislative Information) 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.

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.

  o 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:

  o The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or

  o The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.

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.

  o 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).

  o 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.

  o Indicate the school year to which the baseline data applies.

  o 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.

- o 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.

  - o 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.

  - o 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.

  - o 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.

  - o 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.

    o Include a discussion of relevant challenges and successes experienced with the implementation process.

    o 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.

  o In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.

  o 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.

  o 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.

  o 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.

- o 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.

- o 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.

- o 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.

  - o **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
- 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:

  - o Language acquisition programs, as defined in *EC* Section 306, provided to students, and

  - o Professional development for teachers.

  - o 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.

- 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.

- 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:

  o 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.

  o These required actions will be effective for the three-year LCAP cycle.

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.

  o The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.

- o 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.

  - o The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.

  - o 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:

  o **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.

- o **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.

- o **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).

  - o **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.

  - o **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.

- o 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%).

  o 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)**

  o This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column.

- **5. Total Planned Percentage of Improved Services**

  o 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)**

o   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**

  o   This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.

- **4. Total Planned Contributing Expenditures (LCFF Funds)**

  o   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**

  o   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)**

  o   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 (%)**

  o   This amount is the total of the Planned Percentage of Improved Services column.

- **8. Total Estimated Actual Percentage of Improved Services (%)**

  o   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)**

  o   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 %)**

- o 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)**

  - o 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)**

  - o 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)**

  - o 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 2023