LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Meridian Elementary School District

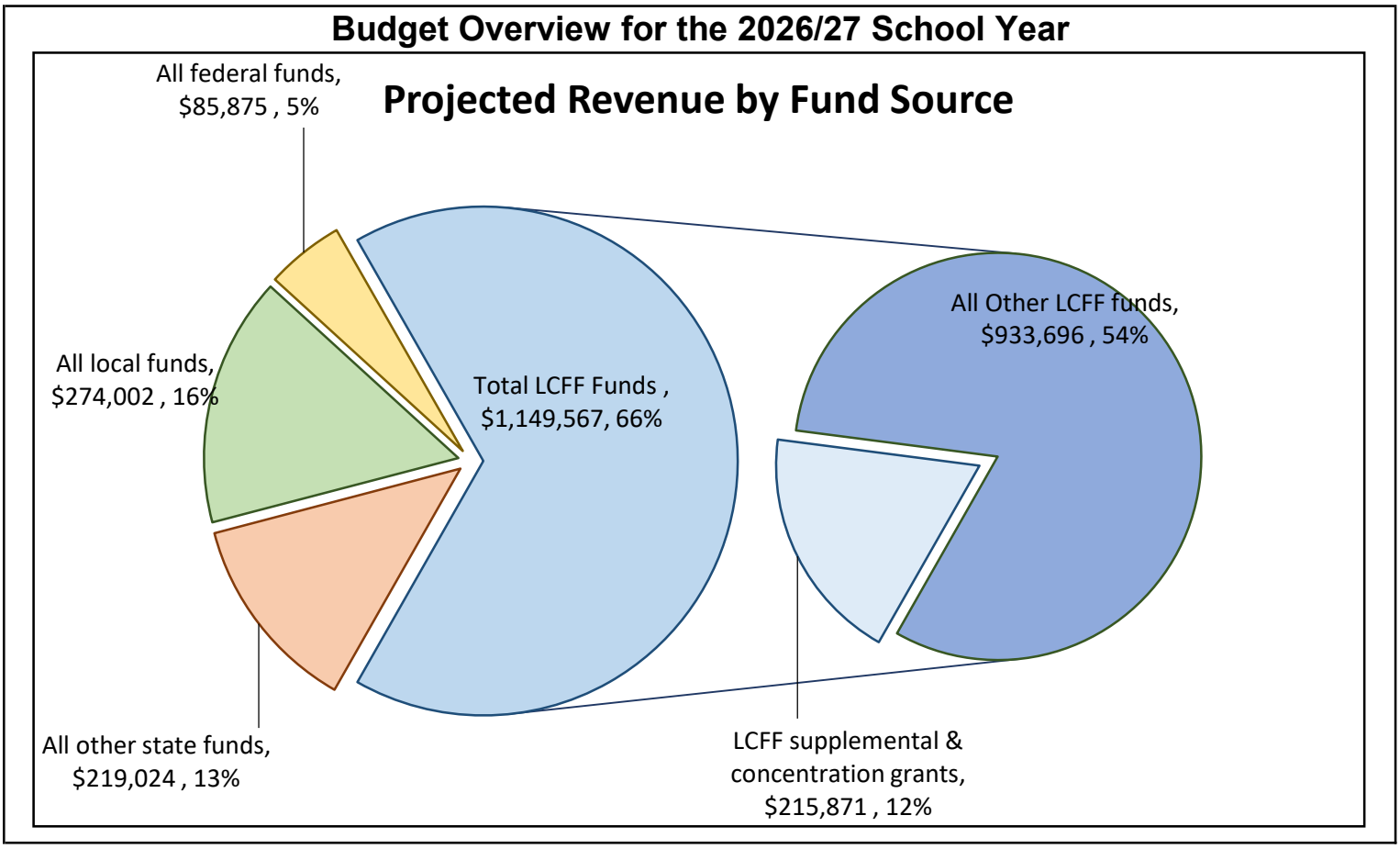
CDS Code: 51714156053300

School Year: 2026/27

LEA contact information: Christopher Meyer, Superintendent chrism@sutter.k12.ca.us 530-696-2604

SCSOS Approved 09-18-2026

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).

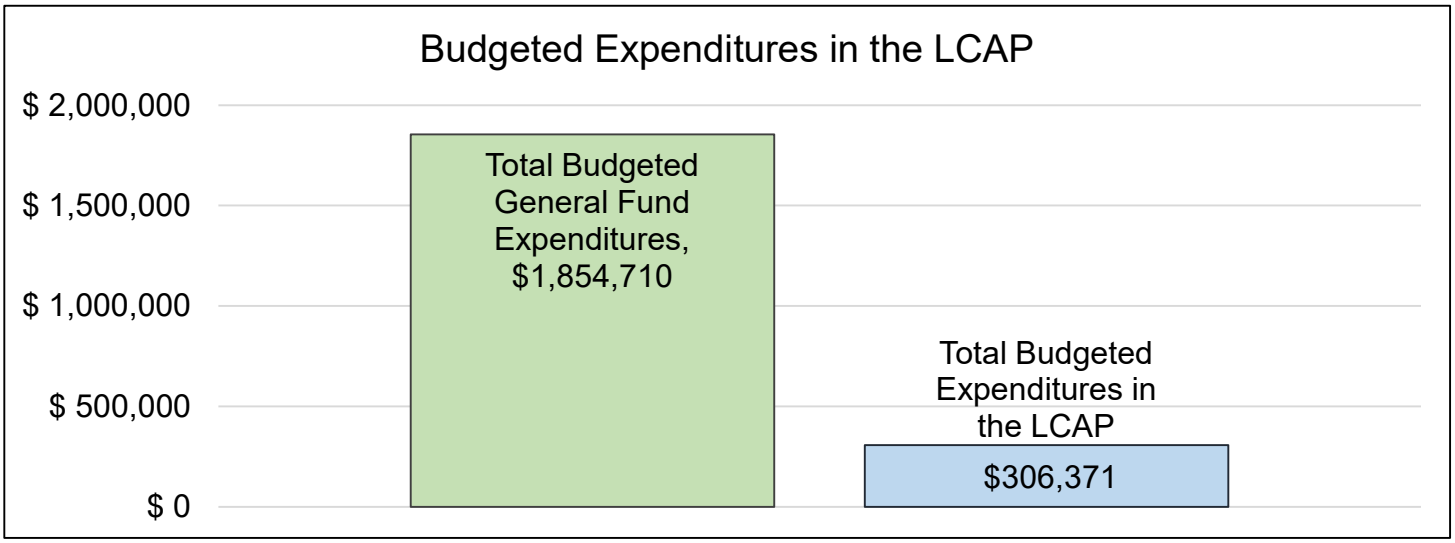


This chart shows the total general purpose revenue Meridian Elementary School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Meridian Elementary School District is $1,728,468.00, of which $1,149,567.00 is Local Control Funding Formula (LCFF), $219,024.00 is other state funds, $274,002.00 is local funds, and $85,875.00 is federal funds. Of the $1,149,567.00 in LCFF Funds, $215,871.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.



This chart provides a quick summary of how much Meridian Elementary School District plans to spend for 2026/27. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Meridian Elementary School District plans to spend $1,854,710.00 for the 2026/27 school year. Of that amount, $306,371.00 is tied to actions/services in the LCAP and $1,548,339.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

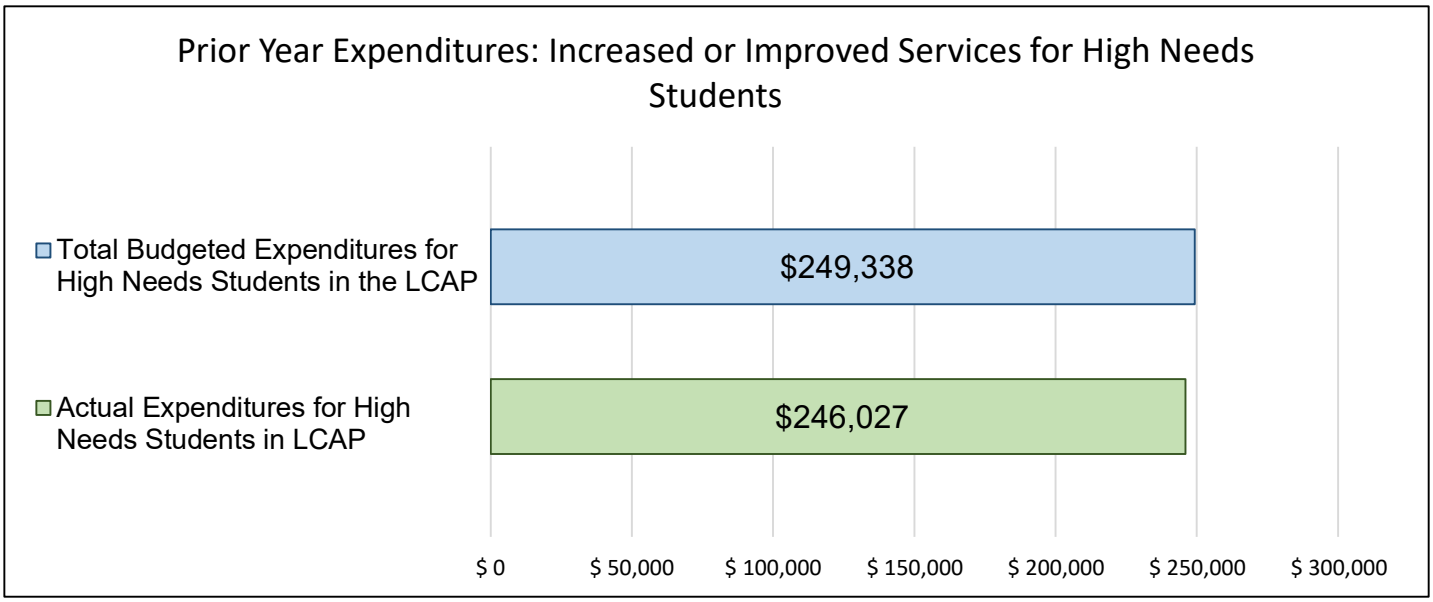
General Fund expenditures not in the LCAP are general operating costs such as salaries, special education, maintenance and operations, preschool, instructional supplies, administration, and technology.

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

In 2026/27, Meridian Elementary School District is projecting it will receive $215,871.00 based on the enrollment of foster youth, English learner, and low-income students. Meridian Elementary School District must describe how it intends to increase or improve services for high needs students in the LCAP. Meridian Elementary School District plans to spend $253,043.00 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

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



This chart compares what Meridian 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 Meridian Elementary School District estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2025/26, Meridian Elementary School District's LCAP budgeted $249,338.00 for planned actions to increase or improve services for high needs students. Meridian Elementary School District actually spent $246,027.00 for actions to increase or improve services for high needs students in 2025/26. The difference between the budgeted and actual expenditures of $3,311.00 had the following impact on Meridian Elementary School District's ability to increase or improve services for high needs students:

The difference between the total budgeted expenditures for actions and services to increase or improve services for high-needs students and the estimated actual expenditures was less than $3,500 and was not materially different. All planned actions and services were implemented as intended; therefore, there was no material impact on the overall increased or improved services provided to high-needs students in 2025–26.

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
Meridian Elementary School District	Chris Meyer, Superintendent	ChrisM@sutter.k12.ca.us 530-696-2604

Plan Summary 2026/27

General Information

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

Meridian Elementary School District is a rural single-school district located in western Sutter County along the winding Sacramento River that serves students in transitional kindergarten through eighth grade. Meridian is a small, rural public school with rigorous standards based academic programs. We offer an opportunity for students to experience hands-on activities including field trips, and exposure to elective classes that enrich students' daily programs. This past year, 2025/26, we maintained 4 electives; art, farm and agricultural science with gardening, Animation coding, and Robotics. Meridian is constantly looking to use the newest curriculum for each of our subjects including Math, English Language Arts, Science, Social Studies, and Physical Education. Our small size allows us to connect with all 70 students. We have a staff of 11 employees and three special education employees that are provided by the Sutter County Superintendent of Schools.

Reflections: Annual Performance

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

In order to reflect on our annual performance, we gathered data from the 2024 Dashboard, 2024 CAASPP, 2024/25 local assessments, and educational partner surveys. When data was available, we considered all student groups including Socio-economically Disadvantaged (SED) and English learners (EL).

Goal 1

2025 Dashboard - Points above/below standard

- English Language Arts (ELA)
  - -All: 69.8 points below standard, declined 18.6 points
  - -SED: 72.3 points below standard, declined 23.4 points. Very Low (Red) performance level
- Mathematics
  - -All: 104 points below standard, declined 45 points. Very Low (Red) performance level
  - -SED: 99.1 points below standard, declined 43.5 points. Very Low (Red) performance level
- Science

-All: 37.2 science points, declined 11.8

2025 California Assessment of Student Performance and Progress (CAASPP) – Percentage scoring Standard Met/Exceeded

- ELA
  -All: 26.23%; 35.30% in 2024
  -SED: 26.53%; 28.57% in 2024
- Math
  -All: 18.03%; 30.19% in 2024
  -SED: 18.37%; 29.73% in 2024

In the 2025/26 LCAP, we implemented actions to improve student achievement. Professional development occurred during three non-student days and weekly minimum days, focusing on standards-aligned instruction, curriculum, assessment, and support for combination classrooms (Action 1.1). Our data and assessment system moved from planning to full implementation. We established grade-level benchmarks, created an assessment calendar, and consistently administered multiple assessments to guide instruction and intervention (Action 1.2). Our intervention system is actively operating. Leadership holds regular data reviews, and staff provide intervention through small-group instruction, online programs, and additional support from paraeducators and volunteers (Action 1.3).

We saw student performance decline across both state and local measures. The 2025 Dashboard shows Very Low (Red) performance in ELA and Math for our SED student group and in Math for our All student group (Metric 6). CAASPP results reflect the same pattern, with a lower percentage of students meeting or exceeding standards in 2025 compared to 2024 in ELA (26.23% / 35.30%), Math (18.03% / 30.19%), and Science (7.69% / 23.07%) compared to 2024. Our local assessment for ELA and Math also shows a decline in the percentage of students performing at grade level. Winter 2025 had 56.25% of students in grades 2–8 scoring in Tier I (At Grade Level or Above), but Winter 2026 results were 31.58% in ELA and the baseline for Math was 21.05% for Winter 2026 (Metric 11). We must note that we started using a new local assessment in the 2025/26 school year, so the comparison is not exact. As a way to check further for effectiveness we looked at the percentage of 2nd - 8th grade students scoring at grade level or above from Fall 2025 to Winter 2026 and found improvements for all students in ELA Fall 2025/Winter 2026 (All 8.77% / 31.58%; SED 14.04% / 21.05%) and Math (All 8.33% / 25%; SED 13.89% / 19.44%). Additionally, there are several other positive indicators in 2025/26:

-Progress (1-5) in providing professional learning for teaching to the standards and frameworks improved. English Language Development (ELD) increased from level 1 (Exploration and Research) to level 3 (Initial Implementation); and ELA and Math remained strong at level 4 (Full Implementation), showing growth in professional learning and standards implementation (Metric 3).

-The percentage of parents who attended Parent/Teacher Conferences increased overall from 90.12% to 98%, with significant growth among English learner families (from 50% to 88%) (Metric 5).

-Progress (1-5) implementing academic standards for all students showed strong gains, with Health Education increasing from level 4 to 5 (Full Implementation and Sustainability), Physical Education from level 2 (Beginning Development) to 5, and Visual and Performing Arts (VAPA) from level 2 to 4 (Full Implementation) (Metric 9).

-The percentage of unduplicated students and students with exceptional needs in grades 2-8 scoring 3 or more grade levels below in ELA and/or Math assessments, receiving tutoring or tiered intervention remained at 100% of identified students receiving support, demonstrating strong implementation consistency (Metric 10).

Although professional development, assessment systems, and intervention structures are now in place, these actions have not yet translated into improved academic outcomes. Given the decline in 2025 Dashboard and CAASPP results, along with local assessment data showing

fewer students at grade level, the focus in the 2026/27 LCAP will be on strengthening and deepening implementation rather than adding new initiatives. We will sharpen Tier I core instruction, particularly in Math, using weekly PD to focus on standards-aligned instruction, formative assessment, and differentiation. (Action 1.1 PD) We will increase the intensity and consistency of intervention (Tier II and III). Intervention blocks will be refined to ensure targeted, skill-specific instruction. Progress monitoring will occur more frequently, and adjustments will be made in shorter cycles to respond more quickly to student needs. We will deepen data use practices to ensure assessment results directly inform daily instruction. We will prioritize support for SED students and evaluate intervention programs to ensure they are producing measurable growth. We will evaluate the effectiveness of online intervention programs and supplemental supports to ensure they are producing measurable growth. If needed, adjustments will be made to increase instructional time, refine grouping practices, or reallocate resources. (Actions 1.2 Data and Assessments and 1.3 Intervention) Finally, due to the inconsistent progress in English language proficiency for our English learners (Metric 7), Action 1.4 (English Language Development) was added to strengthen designated and integrated ELD instruction, provide proficiency-level language development support, and improve implementation of ELD practices across classrooms. Overall, next year's work will focus on moving from implementation of systems to consistent instructional practices that improve teaching and learning. Success will be measured by increased percentages of students performing at grade level on local assessments and improved performance on state indicators in ELA and Math.

Goal 2

2025 Dashboard

- Chronic Absenteeism Rate
  - All: 8%, increased 1.3%
  - White: 7.7%, increased 1.6%
  - Hispanic: 7.9%, increased 5%
  -SED: 7%, maintained -0.2%
- Suspension Rate
  -All: 2.3%, increased 2.3%
  -White: 5.1%, increased 5.1%
  -Hispanic 0%, maintained 0%
  -SED 1.4%, increased 1.4%
- 2026 Parent Survey
  -53.4% of parents say there are many ways they can provide input on school policies and programs (78.6% in 2025)
  -94.1% of parents say they feel a sense of connectedness to the school (92.9% in 2025)
  -94.2% of parents surveyed felt the communication was good (92.9% in 2025)
  -94.2% of parents surveyed felt the school was welcoming (92.9% in 2025)
- 2026 Student Survey
  -74.5% of students say they get the support they need from their teachers/staff to be successful in school (92% in 2025)
  -80.9% of students say there are activities at school that they enjoy participating in (90% 2025)

During the 2025/26 school year, we focused on strengthening school climate, increasing family engagement, improving student attendance, and expanding social-emotional supports for students. We continued to build and reinforce schoolwide behavior expectations through Positive Behavioral Interventions and Supports (PBIS), an evidence-based, tiered framework for supporting students' behavioral and academic needs and ongoing staff professional development. Students were recognized regularly for positive citizenship and achievement (Action 2.1 PBIS). We maintained consistent communication with families and provided multiple opportunities for input and involvement, including engagement in the LCAP process (Action 2.2 Parent Engagement). Attendance remained a key area of focus. We implemented recognition systems, regular communication with families about attendance expectations, and attendance recovery opportunities to encourage consistent student participation in school. (Action 2.3 Attendance) We also provided counseling and classroom-based social-emotional instruction to support student well-being and positive behavior (Action 2.4 Part-Time Counselor). Overall, this year's work centered on building relationships, increasing engagement, and supporting student success.

From 2024 to 2025, suspension rates (Dashboard) increased from 0% across all student groups to 2.3% overall. As a result, the overall performance level shifted from Very Low (Blue) to Low (Green). White students and our SED student group increased, moving from Very Low (Blue) to Low (Green) while Hispanic students remained at 0% and maintained Very Low (Blue). Our local suspension rate in May 2026 declined 0.6% from 2025. In the 2026/27 school year we will conduct PBIS fidelity walkthroughs; Provide refresher training on restorative practices; and Increase proactive recognition (aim for visible recognition weekly, not just monthly) (Action 2.1 PBIS).

Based on 2026 surveys, parent perceptions show mixed results. Parent perception of the school climate strengthened in 2025/26, suggesting families feel informed, connected, and confident in school safety. There was a significant decline in the percentage of parents who feel they have many ways to provide input. However, perceptions of connectedness, communication, and a welcoming environment all improved slightly, remaining very strong at over 94%. Student perceptions declined in both academic support and enjoyment of school activities in 2026 as compared to 2025. Given the decline in parent perception around giving input, in the 2026/27 we will add structured feedback loops (short digital pulse surveys after events); hold 2–3 listening sessions specifically focused on policy/program input; create a Parent Advisory calendar with clear decision-making topics, and publicly report back to parents: "You said, we did." (Action 2.2 Parent Engagement).

As reported on the 2025 Dashboard, chronic absenteeism increased overall from 6.7% to 8% for all students, although the performance level remained Low (Green). White students increased and remained Low (Green) but Hispanic students increased more significantly, resulting in a shift from Low (Green) to Medium (Yellow), indicating a decline in performance for this subgroup. Our SED student group improved slightly maintaining Low (Green) status. While our 2026 local chronic absenteeism data declined from May 2025, it is still higher than our baseline so we will make some adjustments to Action 2.3 Attendance. We will identify students approaching the 10% threshold earlier in the year and notify parents; Conduct personalized attendance meetings with families of chronically absent students; Add positive attendance challenges by class or grade level; and Monitor subgroup data monthly, not just trimester.

Learning Recover and Emergency Block Grant (LREBG)

Meridian Elementary School District will utilize LREBG funds in Goal 1, Actions 1.1 (Professional Development) to address identified learning gaps in English Language Arts and Mathematics. Research indicates that sustained professional learning focused on standards-aligned instruction, formative assessment practices, and instructional coaching improves teacher effectiveness and student academic achievement. Professional development is therefore being utilized as an evidence-based strategy to address identified learning gaps in English Language Arts and Mathematics.

The identified need is based on multiple data sources. On the 2025 Dashboard, performance declined to the Very Low (Red) level in Mathematics for all students and SED students, and to the Very Low (Red) level in ELA for SED students. CAASPP results further demonstrate this decline, with the percentage of students meeting or exceeding standards decreasing from 35.30% to 26.23% in ELA for all students (-9.07 percentage points) and from 30.19% to 18.03% in Math for all students (-12.16 percentage points). Among socioeconomically disadvantaged students, performance remained low, with 26.53% meeting or exceeding standards in ELA and 18.37% in Math. Local assessment data also indicates that only 31.58% of students in grades 2–8 were at grade level in ELA and 21.05% in Math, demonstrating that a majority of students are not yet meeting grade-level expectations.

Action 1.1 (Professional Development) provides teachers with training, coaching, and ongoing feedback focused on standards-aligned instruction, explicit teaching practices, and the use of formative assessment. This action increases instructional effectiveness because it builds teacher capacity to deliver consistent, grade-level Tier I instruction, which is necessary to address unfinished learning and prevent further skill gaps.

LREBG Funds: $10,004.00

Effectiveness will be measured using: Metric 11: Percentage of students at grade level on local assessments (i-Ready)

Additional needs were not found in the area of Chronic Absenteeism.

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

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

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

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

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

Educational Partner(s)	Process for Engagement
Certificated & Classified Staff (No Bargaining Unit)	Survey: January 2026 Meetings: February 2026 reviewed the Mid-Year Update; April 2026 discussed existing actions and possible changes for the 2026/27 LCAP and May 2026 shared the draft LCAP.
Principals & Administrators	N/A
Parents	Survey: January 2026 Posted: The draft 2026/27 LCAP was posted on our website for parents to review and send comments to the superintendent prior to the public hearing at the June 23, 2026 board meeting.
Students	Survey: January 2026 Meetings: Our Student Council leaders served as our Student Advisory Committee. February 2026 reviewed the Mid-Year Update and gave an overview of the LCAP. April 2026 discussed planned actions for the 2026/27 LCAP and asked for input. Consulted on the draft LCAP in May 2026.
Parent Advisory Committee (PAC)	Meetings: February 2026 reviewed the Mid-Year Update; discussed goals and draft actions; and reviewed the parent survey results. June 2026 shared the draft 2026/27 LCAP for discussion and comments.
ELAC/DELAC	N/A
SELPA	Meeting: February 26, 2026

Insert or delete rows, as necessary.

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

Only 58.8% (57.1% in 2025; 61.54% in 2024) of parents report that their child is challenged by the school's academic program and that the school holds high expectations, and 70.6% (64.3% in 2025; 69.23% in 2024) report that their child receives the academic support needed.

This feedback, along with state and local data showing low performance in ELA and Math, directly influenced the revisions to Goal 1 actions: Professional Development (1.1), Data and Assessment (1.2), and Intervention (1.3). In the 2026/27 school year we will strengthen core instruction through targeted professional development and coaching, improving data use with more frequent progress monitoring, and expanding intervention through a dedicated block, flexible grouping, and increased tutoring and early literacy support.

Parent feedback also shows strong connectedness (94.1%) and communication (94.2%), but fewer parents report having ways to provide input (53.4%, down from 78.6% in 2025). To address this, we will strengthen Goal 2, Action 2.2 (Parent Engagement) by increasing structured opportunities for input through PAC meetings, listening sessions, and follow-up communication to show how feedback is used. We will continue to build relationships through Back to School Night, family events, and regular communication, while increasing outreach through personal contact and bilingual communication to improve participation.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Meridian Elementary School District will provide programs and services that maximize student achievement and close achievement gaps with underperforming student groups.	Broad

State Priorities addressed by this goal.

Priorities: 1, 2, 3, 4, 7, 8

An explanation of why the LEA has developed this goal.

Goal 1 was developed and is being maintained to address persistent low academic performance and achievement gaps, particularly for SED students. Dashboard, CAASPP, and local assessment data show that students are performing below standard in ELA and Math, with performance levels in the Very Low (Red) range (ELA and Math for the SED student group and Math for all students) and declining outcomes over time. Local assessment results align with the Dashboard findings and indicate that the actions implemented have not yet resulted in improved academic outcomes. While Winter 2025 established an initial ELA baseline with 56.25% of students in grades 2–8 scoring in Tier I (At Grade Level or Above), Winter 2026 results declined to 31.58% in ELA and we established a baseline of 21.05% in Math (Metric 11). These results indicate a need to strengthen Tier I instruction, increase the effectiveness of intervention, and improve the use of assessment data to guide instruction.

In addition, prior to this goal, we did not have a fully implemented local assessment system, structured data cycles, or a coordinated intervention framework. There was a clear need to strengthen core instruction, build staff capacity through professional development, implement consistent assessment practices, and ensure targeted supports for struggling students. Goal 1 is therefore being maintained to deepen implementation of strong instructional systems, increase access to high-quality teaching aligned to state standards, strengthen Tier I instruction, expand intervention supports, and improve student outcomes for all students, with a focus on accelerating growth for socioeconomically disadvantaged students.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1	1A Basic Services Percentage of teachers: Appropriately assigned and fully credentialed Misassignments Vacancies Source: Local Data	October 2023 Appropriately assigned and fully credentialed: 100% Misassignments: 0% Vacancies: 0%	October 2024 Appropriately assigned and fully credentialed: 75% Misassignments: 25% Vacancies: 0%	October 2025 Appropriately assigned and fully credentialed: 75% Misassignments: 25% Vacancies: 0%	October 2026 Appropriately assigned and fully credentialed: 100% Misassignments: 0% Vacancies: 0%	Appropriately assigned and fully credentialed: -25% Misassignments: +25% Vacancies: 0%
2	1B Basic Services Percentage of students with access to standards-aligned instructional materials Source: SARC	January 2024 100%	January 2025 100%	January 2026 100%	January 2027 100%	No Difference
3	2A Implementation of State Standards Progress (1-5) in providing professional learning for teaching to the standards and frameworks Source: Local Indicator Tool	January 2024 2 ELA 2 ELD 3 Mathematics 2 NGSS 3 HSS	January 2025 4 ELA 1 ELD 4 Mathematics 3 NGSS 3 HSS	January 2026 4 ELA 3 ELD 4 Mathematics 3 NGSS 3 HSS	January 2027 4 ELA 4 ELD 4 Mathematics 4 NGSS 4 HSS	+2 ELA +1 ELD +1 Mathematics +1 NGSS 0 HSS

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4	2B Implementation of State Standards Percentage of 1st-8th grade English Learners scoring in Tier I (At Grade Level or Above) on the local assessment (i-Ready) in ELA. Source: Local Assessment	Winter 2024 We do not have a local assessment in place. We will collect this data next year and that will be our baseline year.	Winter 2025 0%	Winter 2026 0%	Winter 2027 15%	No Difference
5	3B/C Parent Involvement Percentage of parents who attend in Parent/Teacher Conferences Source: Local Parent Survey	November 2023 % All % SED % EL % SWD We do not have this data, next year will be our baseline	November 2024 90.12% All 100% SED 50% EL 100% SWD	November 2025 98% All 98% SED 88% EL 100% SWD	November 2026 100% All 100% SED 100% EL 100% SWD	+7.88% All -2% SED +38% EL 0% SWD
6	4A Pupil Achievement Distance from Standard Met on CAASPP *Points above/below standard* Source: CA School Dashboard	2023 Dashboard <u>ELA</u> All: 43.5 below <u>Math</u> All: 80.7 below	2024 Dashboard <u>ELA</u> All: 51.2 below SED: 48.9 below <u>Math</u> All: 59 below SED: 55.6 below	2025 Dashboard <u>ELA</u> All: 69.8 below SED: 72.3 below <u>Math</u> All: 104 below SED: 99.1 below	2026 Dashboard <u>ELA</u> All: 15 below SED: 20 below <u>Math</u> All: 30 below SED: 40 below	<u>ELA</u> All: -26.3 SED: -23.4 <u>Math</u> All: -23.3 SED: -43.5

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
7	4E Pupil Achievement Percentage of English learners making progress toward English proficiency by increasing one level on the ELPAC Source: CA School Dashboard and/or Local Data	2023 Dashboard Fewer than 11 students so data is suppressed 2023 ELPAC Summative 33%	2024 Dashboard Fewer than 11 students so data is suppressed 2024 ELPAC Summative 8% 2025 ELPAC Summative 30%	2025 Dashboard Fewer than 11 students so data is suppressed 2026 ELPAC Summative 14%	2026 Dashboard 2026 ELPAC Summative 40%	-19%
8	4F Pupil Achievement Percentage of English learners who are reclassified Source: Local Data	2023/24 School Year 0%	2024/25 School Year 0%	2025/26 School Year 0%	2026/27 School Year 10%	No Difference
9	7A Course Access Progress (1-5) implementing academic standards for all students Source: Local Indicator Tool	January 2024 2 Health Education 2 Physical Education 2 VAPA	January 2025 4 Health Education 2 Physical Education 2 VAPA	January 2026 5 Health Education 5 Physical Education 4 VAPA	January 2027 5 Health Education 5 Physical Education 4 VAPA	+3 Health Education +3 Physical Education +2 VAPA

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
10	7B/C Course Access Percentage of unduplicated students and students with exceptional needs in grades 2-8 scoring 3 or more GL below in ELA and/or Math local assessment, receiving tutoring or tiered intervention. Source: Attendance in programs	January 2024 X% All X% SED X% EL X% SWD We do not have this in place. Next year will be our baseline year.	January 2025 100% All 100% SED 100% EL 100% SWD	January 2026 100% All 100% SED 100% EL 100% SWD	January 2027 100% All 100% SED 100% EL 100% SWD	No Difference
11	8 Pupil Outcomes Percentage of 2nd-8th grade students scoring in Tier I (At Grade Level or Above) on the local assessment (i-Ready) in ELA and Math. Source: Local Assessment	Winter 2024 We do not have a local assessment in place. We will collect this data next year and that will be our baseline year.	Winter 2025 ELA: 56.25% Math: We do not have this assessment in place.	Winter 2026 ELA: 31.58% Math: 21.05%	Winter 2027 ELA: 60% Math: 30%	ELA: -24.67% Math: N/A *The assessment was changed so it is not the same comparison between Winter 2025 and Winter 2026*

Insert or delete rows, as necessary.

Goal Analysis for 2025/26

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

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

We successfully implemented the planned actions under Goal 1 with strong alignment to the original actions. While a few adjustments were necessary due to staffing and capacity challenges, the core components of professional development, data systems, and intervention are in place and operational

Every Wednesday was scheduled as a minimum day to allow time for staff professional development. An additional paid workday was added in October, and PD was held before the school year began. Staff participated in four i-Ready trainings, one teacher attended SIPPS training, and the Superintendent/Principal attended several SCSOS math framework and preadoption trainings. Staff also reviewed the CA ELA Framework and received one-on-one support from SCSOS for combination classroom planning. Action 1.1 Professional Development (PD)

Our data and assessment system moved from planning to full implementation. Over the summer, the Superintendent/Principal worked with a consultant to establish assessments and benchmarks for each grade level. An assessment calendar was created and shared with staff. Google Sheets were developed for tracking student data and supporting intervention planning. i-Ready was administered three times this year along with local assessments (SDQ and fluency), and the Reading Difficulties Screener was given to grades K–2. This reflects strong progress compared to last year when no formal local assessment system was in place. Action 1.2 Data and Assessment

Our intervention system is in the early stages but actively operating. The Superintendent/Principal serves as Intervention Coordinator and holds data meetings after each testing window to identify student needs. Teachers provide intervention during designated times while a paraeducator supports other students. Students not working directly with a teacher participate in a daily 30-minute online intervention program. A bilingual paraeducator supports TK/K students, a credentialed volunteer provides math intervention for grades 2–8, and an intervention support staff member receives a stipend to work with Tier III student needs. After-school tutoring is also being developed. Action 1.3 Intervention

Challenges: A key challenge was the loss of the SCSOS Continuous Improvement staff member, which required us to hire a consultant to help establish our testing and intervention systems. (Action 1.1) Another ongoing challenge is building staff capacity to consistently use data to adjust instruction, which continues to be a focus of professional development and collaboration. (Action 1.2)

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.

There were material differences between Budgeted and Estimated Actual Expenditures in Goal 1, Actions 1.2 and 1.3 due to omissions during LCAP development. In Action 1.2, unplanned technology purchases to support assessment increased costs beyond the budget. In Action 1.3, planned intervention services were implemented, but some associated costs were not fully budgeted, resulting in higher actual expenditures.

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

Based on state and local results, the actions, 1.1 PD, 1.2 Data and Assessments, 1.3 Intervention, implemented under Goal 1 have not yet resulted in improved student performance in ELA and/or Math.

While 2024 showed stabilization and some improvement in Math, 2025 Dashboard results reflect significant declines from baseline in both content areas, with ELA moving to the Very Low (Red) performance level for the SED student group and Math moving to the Very Low (Red) performance level for the All and SED student groups. (Metric 6)

CAASPP results reflect the same pattern, with a lower percentage of students meeting or exceeding standards compared to 2024 (Annual Progress). Although, a comparison to baseline shows a decline in ELA (All -2.66%; SED -9.74%) there was an increase in Math (All +2.47%; SED +2.74%).

Local assessment results align with the Dashboard findings and indicate that the actions have not yet resulted in improved academic outcomes. While Winter 2025 established an initial ELA baseline with 56.25% of students in grades 2–8 scoring in Tier I (At Grade Level or Above), Winter 2026 results declined to 31.58% in ELA and 21.05% was set as the baseline in Math (Metric 11). However, we started using a new local assessment in the 2025/26 school year so the comparison is not exact. As a way to check further for effectiveness, we looked at the percentage of 2nd–8th grade students scoring at grade level or above from Fall 2025 to Winter 2026 and found improvements for all students in ELA (All 8.77% to 31.58%; SED 14.04% to 21.05%) and Math (All 8.33% to 25%; SED 13.89% to 19.44%).

Several Year 2 metrics showed positive progress in several implementation metrics:

- Professional learning improved, with ELD increasing from level 1 (Exploration and Research) to level 3 (Initial Implementation), and ELA and Math remaining strong at level 4 (Full Implementation) (Metric 3).
- Parent participation in conferences increased from 90.12% to 98%, with significant gains among English learner families (Metric 5).
- Course access implementation strengthened, with Health Education and Physical Education reaching level 5 and VAPA increasing to level 4 (Metric 9).
- Additionally, 100% of identified students in need of support continued to receive tutoring or tiered intervention (Metric 10), demonstrating consistent implementation of intervention systems.
- During 2025/26, we fully implemented weekly professional development, a formal assessment calendar, universal screening, structured data meetings, and designated intervention time. We moved from having no formal local assessment system to consistently administering assessments and operating Tier II and III supports.

It is important to note that many of the core systems, weekly professional development; a formal assessment calendar; universal screening; data tracking systems; and structured intervention time, were fully implemented during the 2025/26 school year. We moved from having no formal local assessment system to administering i-Ready and other assessments consistently, conducting regular data meetings, and implementing tiered intervention.

Actions 1.1 Professional Development and 1.3 Intervention were partially funded with Learning Recovery Emergency Block Grant (LREBG) funds and monitored primarily through Metric 11 and state assessment results. These actions supported implementation of professional development, assessment systems, tutoring, and tiered intervention structures; however, student achievement data indicates the actions have not yet resulted in measurable improvement in ELA and Math outcomes.

This indicates that while the foundational systems are now in place, the actions have not yet produced measurable gains in student achievement. The data suggests that the work is still in the implementation phase, and additional time, refinement of instructional practices, and strengthening of intervention intensity will be necessary to translate these systems into improved academic outcomes. Overall, the actions were effective in establishing infrastructure and processes, but they have not yet been effective in accelerating student achievement as measured by state and local assessments. Adjustments to actions are described in Prompt 4.

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.

We changed our local assessment in 2025/26, and as a result, two metrics changed:

Metric 4: The metric changed from, *Percentage of English learners scoring at or above the 40th percentile on Winter ELA local assessment (Star)* to *Percentage of 1st-8th grade English Learners scoring in Tier I (At Grade Level or Above) on the local assessment (i-Ready) in ELA.*

Metric 10: Percentage of unduplicated students and students with exceptional needs in grades 1-8 scoring at or below the 24th percentile on the fall STAR ELA and/or Math assessment, receiving tutoring or tiered intervention to Percentage of unduplicated students and students with exceptional needs in grades 2-8 scoring 3 or more GL below in ELA and/or Math local assessment, receiving tutoring or tiered intervention.

Changes to Actions:

Actions were revised to provide clearer explanation of implementation. These revisions improve clarity and alignment to identified needs and metrics, but do not change the intent of actions. Additions were made to actions in response to declining student performance in ELA and Math to strengthen Tier I instruction, improve data use, and expand structured intervention.

Action 1.1 Professional Development was expanded to include explicit Tier I instructional expectations, math instructional routines, formative assessments, and instructional walkthroughs with coaching feedback to improve consistency of core instruction. We removed PD that was done in 2025/26.

Action 1.2 Data and Assessments was refined to deepen data use practices to include structured data review cycles, student progress monitoring, and use of daily formative assessment data to guide Tier I differentiation.

Action 1.3 Intervention was strengthened to include a dedicated daily intervention block, flexible grouping based on assessment data, expanded early literacy support, and more structured Tier II and Tier III intervention delivery.

Action 1.4 English Language Development (ELD) was added to formalize and strengthen our approach to designated and integrated ELD instruction through the use of an online ELD platform and ongoing teacher training and coaching.

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

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Professional Development (PD)	PD time will be maintained through weekly Wednesday minimum days and one additional paid teacher workday to increase staff capacity to implement standards-aligned instruction. Professional development, coaching, and instructional walkthroughs will be used to ensure consistent implementation of core instruction across classrooms. To strengthen Tier I instruction, professional development will focus on explicit Tier I instructional expectations, grade-level Math instruction in all classrooms and Math instructional routines, formative assessments and will include instructional walkthroughs with coaching feedback to improve consistency of core instruction.	$10,004	No

Action #	Title	Description	Total Funds	Contributing
1.1	Professional Development (PD), continued	PD will include: ● Review and implementation of the CA ELA and Math Framework and Standards with SCSOS staff providing 1:1 coaching on lesson design, differentiation, and instructional strategies for combination classrooms ● Systematic Instruction in Phonological Awareness, Phonics, and Sight Words (SIPPS) training with follow-up coaching and classroom implementation support ● All teachers will participate in training from NextGen Math that includes instructional routines, pacing, and grade-level expectations and our Universal Assessment program (i-Ready) to guide instruction and intervention placement ● Weekly instructional walkthroughs conducted by the superintendent/principal focused on explicit instruction, structured literacy practices, and math thinking and problem-solving strategies ○ Coaching feedback provided to teachers following walkthroughs and during Wednesday professional learning time ● Continue work with SCSOS staff for Continuous Improvement work on analyzing student work, adjusting instruction, and monitoring implementation fidelity LREBG action: See Annual Update		
1.2	Data and Assessments	The superintendent/principal will act as our Data and Assessment Coordinator to implement a structured data system that informs instruction and intervention placement. The system will include universal screening, progress monitoring, and scheduled data review cycles. Tasks to support data and assessment include: ● Development of an assessment calendar with six-week data review cycles for students receiving Tier II and Tier III intervention to analyze student performance and adjust instruction ● Development of student data folders to monitor progress in reading and math for students receiving Tier II and III intervention ● Work with teachers and SCSOS staff through Continuous Improvement cycles to refine the universal and progress monitoring assessment practices ● Maintain data management system to track assessment results and intervention placement ○ Contract with consultant to support assessments and data management	$36,860	Yes

Action #	Title	Description	Total Funds	Contributing
1.2	Data and Assessments, continued	• Provide training for teachers on interpreting assessment data and grouping students for targeted instruction • Support the implementation of new assessments Assessment programs include: • i-Ready • Reading Difficulties Screener • Others as identified through the Continuous Improvement work		
1.3	Intervention	The superintendent/principal will act as our Intervention Coordinator to work with staff to implement a structured multi-tiered intervention system during the school day and through extended learning opportunities. Intervention will prioritize students performing below grade level, including socioeconomically disadvantaged students. The intervention system will include: • Maintaining a daily designated intervention block during the school day for Tier II and Tier III instruction • Classroom teachers and support staff will deliver Tier II and III intervention • A bilingual paraeducator providing early literacy and numeracy intervention for TK/K students • High-dosage tutoring provided after school for students referred by teachers • Flexible grouping of students based on assessment data • Progress monitoring conducted regularly to adjust intervention groups • Ongoing review of data to determine entry and exit from intervention services • Coordination with SCSOS staff to refine intervention practices through Continuous Improvement cycles • Use of intervention programs including NextGen Math and i-Ready Personalized Instruction	$176,306	Yes
1.4	English Language Development (ELD)	We will provide daily designated and integrated English Language Development (ELD) instruction for English learners, including targeted, proficiency-level instruction supported by an online ELD platform. Teachers will receive training and coaching from SCSOS to strengthen integrated ELD implementation.	$11,000	No

Insert or delete rows, as necessary.

Goal

Goal #	Description	Type of Goal
2	Meridian Elementary will provide a safe learning environment that engages students and promotes an inclusive and welcoming culture for all educational partners.	Broad

State Priorities addressed by this goal.

Priorities: 1, 3, 5, 6

An explanation of why the LEA has developed this goal.

This goal was developed to ensure that Meridian Elementary continues to foster a safe, inclusive, and engaging learning environment that supports the well-being and success of all students and educational partners. This goal maintains strengths in school climate and engagement while addressing areas of decline identified through survey and local data. Parent connectedness increased from 92.9% in 2025 to 94.1% in 2026, and communication remained strong (94.2% in 2026 compared to 92.9% in 2025), indicating that current outreach efforts are effective. However, the percentage of parents reporting meaningful opportunities to provide input declined significantly from 78.6% in 2025 to 53.4% in 2026, identifying a need to strengthen two-way engagement structures. Student climate data shows mixed trends. Suspension rates increased from 0% on the 2024 Dashboard to 2.3% on the 2025 Dashboard, following a prior decrease from 5.3% in 2023 to 0% in 2024. This fluctuation indicates a need to continue implementing and monitoring behavior supports to ensure consistent outcomes across student groups. However, chronic absenteeism decreased significantly from 14.9% in 2023 to 6.7% in 2024, but increased to 8% in 2025. While rates remain lower than 2023 levels, this upward shift indicates a need to continue and refine attendance supports. Subgroup data shows that chronic absenteeism increased across groups, particularly for Hispanic students (2.9% in 2024 to 7.9% in 2025), suggesting that a subset of students continues to experience barriers to consistent attendance. This goal prioritizes strengthening family engagement and maintaining positive school climate outcomes because increasing meaningful opportunities for input and addressing barriers to attendance will improve student engagement and connectedness, as measured by parent survey results, attendance rates, and chronic absenteeism.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1	1C Basic Services Facilities Inspection Tool Rating Source: Facilities Inspection Tool (FIT)	October 2023 Good	October 2024 Good	October 2025 Good	October 2026 Good	No Difference

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2	3A Parent Involvement Percentage of parents who agree they have opportunities to participate in decision making committees. Source: Local Parent Survey	January 2024 83.33%	January 2025 90%	January 2026 82.4%	January 2027 ≥ 90%	-0.93%
3	5A Pupil Engagement Attendance Rate Source: P2 Attendance Report	April 2024 97.33% All 97.25% EL 97.54% SED	April 2025 97.50% All 98.47% EL 98.01% SED	April 2026 97.63% All 97.59% EL 97.05% SED	April 2027 ≥98.7% All ≥98.7% EL ≥98.7% SED	+0.3% All +.34% EL -0.49% SED
4	5B Pupil Engagement Percentage of students who were absent for 10% or more of the total instructional days Source: CA School Dashboard	2023 Dashboard 14.9% All 10% White 17.6% Hispanic 15.4% SED	2024 Dashboard 6.7% All 6.1% White 2.9% Hispanic 7.3% SED	2025 Dashboard 8% All 7.7% White 7.9% Hispanic 7.0% SED	2026 Dashboard 7% All 4% White 7% Hispanic 8% SED	-6.9% All -2.3% White -9.7% Hispanic -8.4% SED
5	5B Pupil Engagement Percentage of students who were absent for 10% or more of the total instructional days Source: Student Information System (SIS)	May 2024 2.53% All 0% EL 0% SED	May 2025 6.49% All 0% EL 3.33% SED	May 2026 5.88% All 2.94% EL 5.88% SED	May 2027 ≤1.5% All 0% EL 0% SED	+3.35% All +2.94% EL +5.88% SED

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
6	5C Pupil Engagement Percentage of students in grades 7/8 who dropped out of school prior to completing 8th grade Source: Student Information System (SIS)	May 2024 0%	May 2025 0%	May 2026 0%	May 2027 0%	0%
7	6A School Climate Percentage of students suspended 1 or more times during the school year Source: CA School Dashboard	2023 Dashboard 5.3% All 10% White 2.8% Hispanic 5.6% SED	2024 Dashboard 0% All 0% White 0% Hispanic 0% SED	2025 Dashboard 2.3% All 5.1% White 0% Hispanic 1.4% SED	2026 Dashboard 1% All 2% White 0% Hispanic 0% SED	-3% All -4.9% White -2.8% Hispanic -4.2% SED
8	6A School Climate Percentage of students suspended 1 or more times during the school year Source: SIS	May 2024 0%	May 2025 2.6%	May 2026 2%	May 2027 0%	+2%
9	6B School Climate Percentage of students expelled at any time during the school year Source: Local Data	April 2024 0% All	April 2025 0% All	April 2026 0% All	April 2027 0% All	0%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
10	6C School Climate Percent of parents, students, and staff who feel the school is safe. Percentage of parents, students, and staff who feel a sense of connectedness to the school. Source: Local Survey	January 2024 Safety 65.45% Students 92.31% Parents 83.3% Staff Connectedness 52.73% Students 76.92% Parents 83.3% Staff	January 2025 Safety 90% Students 90% Parents 100% Staff Connectedness 85% Students 90% Parents 85% Staff	January 2026 Safety 63.8% Students 93.3% Parents 50% Staff Connectedness 58.7% Students 94.1% Parents 87.5% Staff	January 2027 Safety ≥80% Students ≥95% Parents ≥93% Staff Connectedness ≥75% Students ≥82Parents ≥93% Staff	Safety -1.65% Students +0.99% Parents -33.3% Staff Connectedness +5.97% Students +17.18% Parents +4.2% Staff

Insert or delete rows, as necessary.

Goal Analysis for 2025/26

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

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

Overall, implementation of Goal 2 actions progressed as planned, and the strategies outlined in the LCAP are in place with only minor adjustments. The focus remains on strengthening school climate, increasing parent engagement, improving attendance, and supporting students' social-emotional needs.

Implementation of PBIS is underway and aligned with our original plan. We are recognizing one student per class each month for outstanding citizenship or achievement. Although the original plan included lunch with the principal, students are currently having lunch with their teacher, which still promotes positive relationships and reinforces desired behaviors. Staff participated in PBIS training prior to the start of the school year and continued professional learning during minimum days to support consistent implementation and alignment with our discipline plan. Action 2.1 PBIS

Parent engagement efforts have been strong and include multiple opportunities for communication and involvement. The Catapult website serves as a resource hub for families, and a weekly Wednesday focus letter keeps parents informed about events and celebrations. We held Parent Advisory Committee meetings in October, November, and January; Back to School Night; and a Hispanic community meeting to share information about the LCAP and gather parent input. In addition, we hosted a variety of family engagement events, including Donuts

with Father Figures, Muffins with Mother Figures, Spaghetti Feed, Chili Cook-Off, Fall Festival, Trunk-or-Treat, Bingo Night, and the Christmas Program. Action 2.2 Parent Engagement

Attendance incentives and supports have been implemented consistently. We held monthly attendance awards and a trimester attendance awards assemblies to recognize positive attendance. Weekly attendance notices were sent home, and attendance was discussed regularly at parent meetings to reinforce expectations. Saturday School was offered twice per month. Action 2.3 Attendance

The part-time counselor provided individual and small group counseling, delivered SEL instruction in classrooms, and supported implementation of the discipline plan. In addition, a Student Support Specialist was on campus one full day per week to present classroom lessons on important student topics, expanding the level of support available to students and reinforcing proactive social-emotional learning. Action 2.4 Part-Time Counselor

Challenges: While implementation has been strong overall, several challenges remain. Ensuring schoolwide consistency in PBIS practices continues to require ongoing monitoring and reinforcement. Although parent engagement opportunities are numerous, consistently reaching all families, especially those with work or scheduling barriers, remains an area for growth. Chronic absenteeism persists for students despite incentives and recovery options, indicating the need for continued targeted interventions. Finally, while counseling and student support services are in place, the limited hours of part-time staff sometimes constrain the level of support available to meet the full range of student needs.

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.

There were material differences between Budgeted and Estimated Actual Expenditures in Goal 2, Actions 2.1 and 2.3 due to overbudgeting. In Action 2.1, PBIS incentives cost less than anticipated, and in Action 2.3, expenditures for attendance awards and prizes were lower than originally budgeted.

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

Based on state and local data, the actions implemented under Goal 2 have been effective in improving outcomes compared to baseline across key areas, though Year 2 results reflect some variability compared to Year 1. Overall, the data indicates that the actions have established stronger systems for behavior, attendance, and family engagement, with continued refinement needed to sustain and deepen progress.

Action 2.1 Positive Behavioral Interventions and Supports (PBIS) and Action 2.4 Part-time School Counselor have contributed to improved student behavior outcomes. Suspension rates (Metric 7) decreased from baseline levels of 5.3% (All students) to 2.3%; 10% (White) to 5.1%; 2.8% (Hispanic) to 0%; and 5.6% (SED) to 1.4% in Year 2. Expulsions (Metric 9) and dropout rates (Metric 6) remained at 0%, consistent with baseline. Student perception data (Metric 10) shows mixed results, with a slight decrease in perceived safety but an increase in student connectedness, and a continued decline in reported bullying incidents over time. Local data also indicates a further decrease in suspensions from 2025 to 2026 (Metric 8) and reduced day-to-day classroom behavior concerns.

Action 2.2 Parent Engagement has strengthened relationships and communication with families but has been less effective in increasing opportunities for shared decision-making. Compared to baseline, more parents report feeling connected to the school and positively about communication and school climate (Metric 10). However, fewer parents report having opportunities to provide input or participate in decision-making (Metric 2), indicating a need to strengthen structures that support meaningful family voice.

Action 2.3 Attendance has been effective in reducing chronic absenteeism compared to baseline. Chronic absenteeism (Metric 4) declined from 14.9% (All students), 17.6% (Hispanic), and 15.4% (SED) at baseline to 8% (All), 7.9% (Hispanic), and 7.0% (SED) in Year 2. Although rates increased slightly from Year 1, Year 2 outcomes remain substantially improved from baseline. Local data further shows a decrease in chronic absenteeism from 6.49% in May 2025 to 5.88% in May 2026 (Metric 5).

Overall, the actions under Goal 2 have been effective in reducing chronic absenteeism and suspension rates from baseline and in maintaining zero expulsions and dropouts. Strong communication systems and engagement structures are in place. However, fluctuations in Year 2 data, particularly in parent perceptions of input opportunities and student climate perceptions, indicate that while foundational systems are established, continued refinement, stronger consistency in implementation, and deeper student and family voice will be necessary to fully meet the goal. Adjustments to actions can be found in Prompt 4 below.

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.

Based on analysis of Year 2 outcomes, Goal 2 actions have been refined to improve consistency of implementation, strengthen family input structures, and provide earlier and more targeted supports for attendance and behavior.

Action 2.1 (PBIS) was enhanced to include PBIS fidelity walkthroughs, refresher training on restorative practices, and increased frequency of student recognition to strengthen consistent implementation of behavior supports.

Action 2.2 (Parent Engagement) was expanded to include structured feedback systems, targeted listening sessions, a Parent Advisory calendar, and “You said, we did” communication to increase meaningful opportunities for parent input and shared decision-making.

Action 2.3 (Attendance) was refined to include earlier identification of at-risk students, personalized family meetings, attendance challenges, and monthly subgroup data monitoring to improve responsiveness and reduce chronic absenteeism.

Action 2.4 (Part-Time Counselor) we clarified and expanded to include targeted interventions for students with behavior and attendance needs and increased collaboration with staff to strengthen restorative practices and student engagement.

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

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Positive Behavioral Interventions and Supports (PBIS)	○ Recognize one student per class per month for outstanding citizenship or achievement. Students will receive lunch with the principal, a Meridian tiger pride t-shirt, and they will be recognized at the school board meeting. ○ PBIS training throughout the school year. ○ Conduct PBIS fidelity walkthroughs to monitor consistency of implementation. ○ Provide refresher training on restorative practices. ○ Increase proactive student recognition to a weekly basis in addition to monthly recognition ○ Add The Leader in Me (a school-wide, student-centered approach designed to build self-confidence, leadership, and social-emotional skills, fostering a positive culture that increases engagement and academic performance.	$13,700	Yes
2.2	Parent Engagement	○ Expand approaches to communication with parents to include an improved website; weekly messages; and timely responses to parent emails/phone calls. ○ Coffee with the Principal – three times per year in the evening; use this as an opportunity to share what is going on at the school and get input on programs, services, and needs. Provide an interpreter for Hispanic families. ○ Parent information nights including Back to School Night ○ Parent Advisory Committee ○ Implement structured feedback loops, including short surveys following events. ○ Hold 2–3 targeted parent listening sessions focused on policy and program input. ○ Establish a Parent Advisory calendar with identified decision-making topics. ○ Provide “You said, we did” updates to demonstrate how parent input informs decisions. ○ Family events ▪ Back to School Night with dinner ▪ Fall Festival ▪ Christmas Program ▪ Book Fair ▪ Open House with dinner	$2,808	No

2.3	Attendance	○ Have monthly attendance awards, trimester attendance awards and end of the year awards; monthly classroom attendance awards; incentives; assemblies; and field trips to promote improved attendance and engagement. ○ Send home information to parents about the importance of attending school and discuss the importance of attendance at Back to School Night, Open House, and parent meetings. ○ Offer attendance make-up days and attendance recovery ○ Identify students approaching chronic absenteeism earlier in the year and notify parents. ○ Conduct personalized attendance meetings with families of chronically absent students. ○ Implement class- and grade-level attendance challenges. ○ Monitor attendance data monthly, including subgroup analysis, to provide timely interventions.	$37,694	Yes
2.4	Part-Time Counselor	Fund a part-time school counselor to work with individual students and small groups to support their social-emotional needs and regulate behavior; support the PBIS process; and provide SEL instruction to classes. ○ Provide targeted interventions for students with behavior or attendance concerns. ○ Collaborate with staff to strengthen restorative practices and student engagement.	$18,000	Yes

Insert or delete rows, as necessary.

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$215,871	$22,670

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
24.123%	0%	$0.00	24.123%

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 #(s)	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
Goal 1, Action 1.2 (Data and Assessment) and 1.3 (Intervention)	Student achievement data indicates persistent low performance in ELA and Math for all students, including unduplicated pupils. The 2025 Dashboard shows performance declined to the Very Low (Red) level in ELA and Math, and CAASPP results show fewer students meeting or exceeding standards compared to prior years. Local assessment data indicates that only 31.58% of students in grades 2–8 are at grade level in ELA and 21.05% in Math. These data show a need to strengthen how we use assessment data and improve the consistency and effectiveness of intervention, especially for unduplicated pupils performing below grade level.	Actions 1.2 and 1.3 are continued and refined based on Year 2 outcomes. The Superintendent/Principal will coordinate a structured system of universal screening, progress monitoring, and data-driven instruction (Action 1.2). A multi-tiered intervention system will include a daily intervention block, flexible grouping, and targeted small-group instruction with additional supports such as paraeducators, tutoring, and early literacy intervention (Action 1.3). These actions are provided LEA-wide because over 80% of students are socioeconomically disadvantaged and the academic need is schoolwide. Providing these services schoolwide ensures that all unduplicated pupils have access to consistent assessment, targeted intervention, and progress monitoring. These actions increase and improve services because they provide more frequent progress monitoring, targeted instruction based on identified skill gaps, and additional intervention time beyond the base program, which allows staff to identify needs earlier and adjust instruction to improve student outcomes.	Metric 6: CAASPP Distance from Standard (ELA and Math) Metric 11: Percentage of students at grade level on local assessments (i-Ready) Metric 10: Percentage of identified students receiving intervention services

Goal 2, Action 2.3 (Attendance)	Chronic absenteeism remains a need for unduplicated pupils. Although rates declined significantly from baseline (14.9% in 2023 to 8% in 2025), Year 2 data shows an increase from 6.7% in 2024 to 8% in 2025. Hispanic students experienced a larger increase (2.9% to 7.9%), resulting in a decline in performance level. Local data also indicates that chronic absenteeism remains above desired levels for some student groups. These data indicate that a subset of students, including unduplicated pupils, continue to experience barriers to consistent attendance.	To address this need, we will provide early identification of at-risk students, personalized attendance meetings, monthly data monitoring (including subgroup analysis), and attendance incentives. This action is provided on an LEA-wide basis because approximately 80% of students are socioeconomically disadvantaged, and attendance challenges are not isolated to a single subgroup. Providing these supports schoolwide ensures all unduplicated pupils have access to timely intervention and consistent expectations. This action increases services because it provides earlier and more targeted interventions beyond the base program, which improves attendance by addressing barriers and increasing family engagement.	Metric 3: Attendance Rate (P2 Report) Metric 4: Chronic Absenteeism Rate (Dashboard) Metric 5: Chronic Absenteeism (Local SIS Data)
Goal 2, Actions 2.1 (PBIS) and 2.4 (Part-Time Counselor)	Student behavior data shows mixed trends. Suspension rates increased from 0% in 2024 to 2.3% in 2025, although rates remain below baseline levels (5.3% in 2023). Subgroup data shows increases for White and SED students. Student survey data also indicates a decline in perceptions of safety and support. In addition, many unduplicated pupils experience social-emotional and behavioral challenges, and families report limited access to external counseling services.	To address this need, we will strengthen PBIS implementation through fidelity walkthroughs, restorative practices training, and increased recognition, and continue providing a part-time counselor for targeted student support. These actions are provided on a schoolwide basis because the majority of students are unduplicated pupils, and behavior impacts the entire school environment. These actions increase and improve services because they provide structured behavior supports and access to counseling beyond the base program, which improves student behavior and reduces incidents leading to suspension.	Metric 7: Suspension Rate (Dashboard) Metric 8: Suspension Rate (Local SIS Data) Metric 10: School Climate Survey (Safety and Connectedness)

Insert or delete rows, as necessary.

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
N/A			

Insert or delete rows, as necessary.

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

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.

Meridian is using the additional concentration grant add-on funding for classified staff to support intervention and monitor attendance.

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	N/A	N/A
Staff-to-student ratio of certificated staff providing direct services to students	N/A	N/A

2026/27 Total Planned Expenditures Table

LCAP Year (Input)	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 %)
2026/27	$ 894,876	$ 215,871	24.123%	0.000%	24.123%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$ 265,543	$ 10,004	$ -	$ 30,824	$ 306,371.00	$ 240,544	$ 65,827

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 Development (PD)	All	No	LEA-wide		All	On-going	$ 3,354	$ 6,650	$ -	$ 10,004	$ -	$ -	$ 10,004	0.000%
1	1.2	Data and Assessment	All	Yes	LEA-wide	English Learners and Low-Income	All	On-going	$ 34,000	$ 2,860	$ 36,860	$ -	$ -	$ -	$ 36,860	0.000%
1	1.3	Intervention	All	Yes	LEA-wide	English Learners and Low-Income	All	On-going	$ 171,096	$ 5,209	$ 146,789	$ -	$ -	$ 29,516	$ 176,305	0.000%
1	1.4	English Language Development (ELD)	English Learners	No	LEA-wide		All	On-going	$ -	$ 11,000	$ 11,000	$ -	$ -	$ -	$ 11,000	0.000%
2	2.1	Positive Behavioral Interventions and Supports (PBIS)	All	Yes	LEA-wide	English Learners and Low-Income	All	On-going	$ -	$ 13,700	$ 13,700	$ -	$ -	$ -	$ 13,700	0.000%
2	2.2	Parent Engagement	All	No	LEA-wide		All	On-going	$ -	$ 2,808	$ 1,500	$ -	$ -	$ 1,308	$ 2,808	0.000%
2	2.3	Attendance	All	Yes	LEA-wide	English Learners and Low-Income	All	On-going	$ 32,094	$ 5,600	$ 37,694	$ -	$ -	$ -	$ 37,694	0.000%
2	2.4	Part-Time Counselor	All	Yes	LEA-wide	English Learners and Low-Income	All	On-going	$ -	$ 18,000	$ 18,000	$ -	$ -	$ -	$ 18,000	0.000%

2026/27 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
$ 894,876	$ 215,871	24.123%	0.000%	24.123%	$ 253,043	0.000%	28.277%	**Total:**	$ 253,043
								LEA-wide Total:	$ 253,043
								Limited Total:	$ -
								Schoolwide Total:	$ -

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	1.2	Data and Assessment	Yes	LEA-wide	English Learners and Low-Income	All	$ 36,860	0.000%
1	1.3	Intervention	Yes	LEA-wide	English Learners and Low-Income	All	$ 146,789	0.000%
2	2.1	Positive Behavioral Interventions and Suppc	Yes	LEA-wide	English Learners and Low-Income	All	$ 13,700	0.000%
2	2.3	Attendance	Yes	LEA-wide	English Learners and Low-Income	All	$ 37,694	0.000%
2	2.4	Part-Time Counselor	Yes	LEA-wide	English Learners and Low-Income	All	$ 18,000	0.000%

2025/26 Annual Update Table

Totals:	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals:	$ 313,784.00	$ 321,697.00

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 Development (PD)	No	$ 9,694	$ 4,449
1	1.2	Data and Assessment	Yes	$ 41,025	$ 56,746
1	1.3	Intervention	Yes	$ 186,736	$ 193,204
2	2.1	Positive Behavioral Interventions and Supports (PBIS)	Yes	$ 13,000	$ 7,546
2	2.2	Parent Engagement	No	$ 4,000	$ 2,991
2	2.3	Attendance	Yes	$ 41,581	$ 39,013
2	2.4	Part-Time Counselor	Yes	$ 17,748	$ 17,748

2025/26 Contributing Actions Annual Update Table

6. Estimated Actual LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Actual Percentage of Improved Services (%)	Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
$ 222,698	$ 249,338	$ 246,027	$ 3,311	0.000%	0.000%	0.000% - No Difference

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed 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	1.2	Data and Assessment	Yes	$ 41,025	$ 42,754.00	0.000%	0.000%
1	1.3	Intervention	Yes	$ 135,984	$ 138,966.00	0.000%	0.000%
2	2.1	Positive Behavioral Interventions and Supports (PBIS)	Yes	$ 13,000	$ 7,546.00	0.000%	0.000%
2	2.3	Attendance	Yes	$ 41,581	$ 39,013.00	0.000%	0.000%
2	2.4	Part-Time Counselor	Yes	$ 17,748	$ 17,748.00	0.000%	0.000%

2025/26 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
$ 1,158,247	$ 222,698	1.500%	20.727%	$ 246,027	0.000%	21.241%	$0.00 - No Carryover	0.00% - No Carryover

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

Introduction and Instructions

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

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

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (California *Education Code* [*EC*] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.

- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (*EC* Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.

- **Accountability and Compliance:** The LCAP serves an important accountability function because the nature of some LCAP template sections require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:

    - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, including long-term English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (*EC* Section 52064[b][4-6]).

- Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (*EC* sections 52064[b][1] and [2]).

    - **NOTE:** As specified in *EC* Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to *EC* Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, *EC* Section 52052 identifies long-term English learners as a separate and distinct pupil subgroup with a numerical significance at 15 students.

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

- Ensuring that all increases attributable to supplemental and concentration grant calculations, including concentration grant add-on funding and/or LCFF carryover, are reflected in the LCAP (*EC* sections 52064[b][6], [8], and [11]).

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

- Any school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard;

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

EC Section 52064.4 requires that an LEA that has unexpended Learning Recovery Emergency Block Grant (LREBG) funds must include one or more actions funded with LREBG funds within the 2025-26, 2026-27 and 2027-28 LCAPs, as applicable to the LEA. To implement the requirements of *EC* Section 52064.4, all LEAs must do the following:

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

Reflections: Technical Assistance

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

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

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

Comprehensive Support and Improvement

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

This section is designed to reflect how the engagement of educational partners influenced the decisions reflected in the adopted LCAP. The goal is to allow educational partners that participated in the LCAP development process and the broader public to understand how the LEA

engaged educational partners and the impact of that engagement. LEAs are encouraged to keep this goal in the forefront when completing this section.

Requirements

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

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

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

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

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

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

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

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

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

- For school districts, see *Education Code* Section 52062;
    - **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).
- For COEs, see *Education Code* Section 52068; and
- For charter schools, see *Education Code* Section 47606.5.
- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

- A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.

- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

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

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

- A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP.

- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.

- For the purposes of this prompt, this may also include, but is not necessarily limited to:

    - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
    - Inclusion of metrics other than the statutorily required metrics
    - Determination of the target outcome on one or more metrics
    - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
    - Inclusion of action(s) or a group of actions
    - Elimination of action(s) or group of actions
    - Changes to the level of proposed expenditures for one or more actions
    - Inclusion of action(s) as contributing to increased or improved services for unduplicated students
    - Analysis of effectiveness of the specific actions to achieve the goal
    - Analysis of material differences in expenditures
    - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
    - Analysis of challenges or successes in the implementation of actions

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

- An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach.

- The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

(A) All student groups that have the lowest performance level on one or more state indicators on the Dashboard, and

(B) Any underlying issues in the credentialing, subject matter preparation, and retention of the school's educators, if applicable.

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.

- The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.

- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.

- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.

    - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

- **Required metrics for Equity Multiplier goals**: For each Equity Multiplier goal, the LEA must identify:

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

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

- **Required metrics for actions supported by LREBG funds**: To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include at least one metric to monitor the impact of each action funded with LREBG funds included in the goal.

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

Complete the table as follows:

Metric

- Enter the metric number.

Metric

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

Baseline

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

Year 1 Outcome

- When completing the LCAP for 2025–26, enter the most recent data available. Indicate the school year to which the data applies.

- Note for Charter Schools: Charter schools developing a one-year LCAP may provide the Year 1 Outcome when completing the LCAP for both 2025–26 and 2026–27 or may provide the Year 1 Outcome for 2025–26 and provide the Year 2 Outcome for 2026–27.

Year 2 Outcome

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Local Control and Accountability Plan Instructions

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:
    - Language acquisition programs, as defined in *EC* Section 306, provided to students, and
    - Professional development for teachers.
    - If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

student group and/or school that receives the lowest performance level on the 2023 Dashboard must be addressed by one or more actions.

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

For LEAs With Unexpended LREBG Funds

- To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include one or more actions supported with LREBG funds within the 2025–26, 2026–27, and 2027–28 LCAPs, as applicable to the LEA. Actions funded with LREBG funds must remain in the LCAP until the LEA has expended the remainder of its LREBG funds, after which time the actions may be removed from the LCAP.

  - Prior to identifying the actions included in the LCAP the LEA is required to conduct a needs assessment pursuant to *EC* Section 32526(d). For information related to the required needs assessment please see the Program Information tab on the LREBG Program Information web page. Additional information about the needs assessment and evidence-based resources for the LREBG may be found on the California Statewide System of Support LREBG Resources web page. The required LREBG needs assessment may be part of the LEAs regular needs assessment for the LCAP if it meets the requirements of *EC* Section 32526(d).

  - School districts receiving technical assistance and COEs providing technical assistance are encouraged to use the technical assistance process to support the school district in conducting the required needs assessment, the selection of actions funded by the LREBG and/or the evaluation of implementation of the actions required as part of the LCAP annual update process.

  - As a reminder, LREBG funds must be used to implement one or more of the purposes articulated in *EC* Section 32526(c)(2).

  - LEAs with unexpended LREBG funds must include one or more actions supported by LREBG funds within the LCAP. For each action supported by LREBG funding the action description must:

    - Identify the action as an LREBG action;

    - Include an explanation of how research supports the selected action;

    - Identify the metric(s) being used to monitor the impact of the action; and

    - Identify the amount of LREBG funds being used to support the action.

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

Purpose

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

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

Statutory Requirements

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

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

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

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

LEA-wide and Schoolwide Actions

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

- Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.

- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

- As stated above, conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.

- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

- For each action with an identified Planned Percentage of Improved Services, identify the goal and action number and describe the methodology that was used.
- When identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

Action Tables

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

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

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)
- Table 2: Contributing Actions Table (for the coming LCAP Year)
- Table 3: Annual Update Table (for the current LCAP Year)
- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)
- Table 5: LCFF Carryover Table (for the current LCAP Year)

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

Total Planned Expenditures Table

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

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

  See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.
- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 *CCR* Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover — Percentage. ***This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.***
- **Goal #**: Enter the LCAP Goal number for the action.
- **Action #**: Enter the action's number as indicated in the LCAP Goal.
- **Action Title**: Provide a title of the action.
- **Student Group(s)**: Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.

- **Contributing to Increased or Improved Services?:** Type “Yes” if the action **is** included as contributing to meeting the increased or improved services requirement; OR, type “No” if the action is **not** included as contributing to meeting the increased or improved services requirement.

- If “Yes” is entered into the Contributing column, then complete the following columns:

    - **Scope**: The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.

    - **Unduplicated Student Group(s)**: Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.

    - **Location**: Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate “All Schools.” If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans.” Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.

- **Time Span**: Enter “ongoing” if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter “1 Year,” or “2 Years,” or “6 Months.”

- **Total Personnel**: Enter the total amount of personnel expenditures utilized to implement this action.

- **Total Non-Personnel**: This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.

- **LCFF Funds**: Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA’s total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).

    - **Note:** For an action to contribute towards meeting the increased or improved services requirement, it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.

- **Other State Funds**: Enter the total amount of Other State Funds utilized to implement this action, if any.

    - **Note:** Equity Multiplier funds must be included in the “Other State Funds” category, not in the “LCFF Funds” category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to

replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA's LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

- **Local Funds**: Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds**: Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds**: This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services**: For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.
    - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated based on the number and concentration of unduplicated students in the current school year.

- **Estimated Actual Expenditures for Contributing Actions**: Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.

- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).

    - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been $169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of $169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant**: Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

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

- This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).

- **5. Total Planned Percentage of Improved Services (%)**
  - This amount is the total of the Planned Percentage of Improved Services column.
- **8. Total Estimated Actual Percentage of Improved Services (%)**
  - This amount is the total of the Estimated Actual Percentage of Improved Services column.
- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**
  - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

LCFF Carryover Table

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

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