LCFF Budget Overview for Parents

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

CDS Code: 51714156053300

School Year: 2024/25
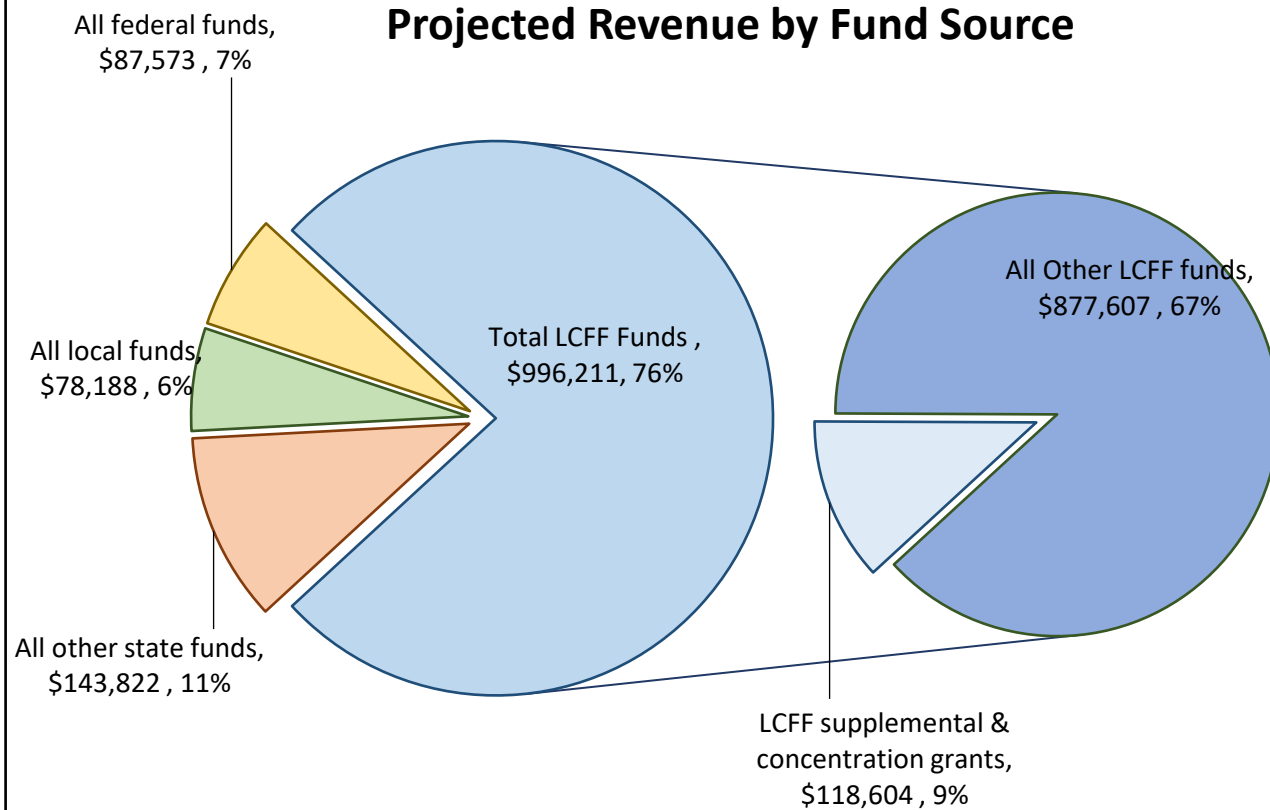
LEA contact information: Christopher Meyer, Superintendent chrism@sutter.k12.ca.us 530-696-2604

Approved by COE on 9-16-24

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

Budget Overview for the 2024/25 School Year
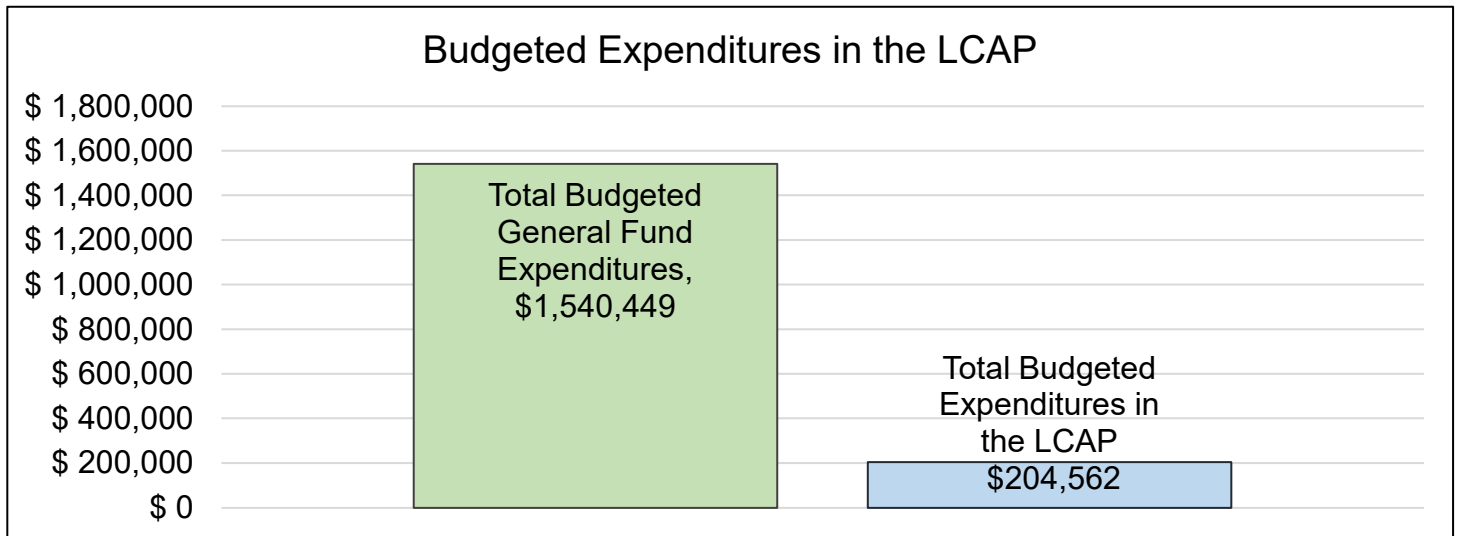
Projected Revenue by Fund Source

- All federal funds, $87,573 , 7%
- All local funds, $78,188 , 6%
- All other state funds, $143,822 , 11%
- Total LCFF Funds , $996,211, 76%
- All Other LCFF funds, $877,607 , 67%
- LCFF supplemental & concentration grants, $118,604 , 9%

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 $1,305,794.00, of which $996,211.00 is Local Control Funding Formula (LCFF), $143,822.00 is other state funds, $78,188.00 is local funds, and $87,573.00 is federal funds. Of the $996,211.00 in LCFF Funds, $118,604.00 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.

Budgeted Expenditures in the LCAP

$ 1,800,000	
$ 1,600,000	
$ 1,400,000	Total Budgeted General Fund Expenditures, $1,540,449
$ 1,200,000	
$ 1,000,000	
$ 800,000	
$ 600,000	Total Budgeted Expenditures in the LCAP
$ 400,000	
$ 200,000	$204,562
$ 0	

This chart provides a quick summary of how much Meridian Elementary School District plans to spend for 2024/25. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Meridian Elementary School District plans to spend $1,540,449.00 for the 2024/25 school year. Of that amount, $204,562.00 is tied to actions/services in the LCAP and $1,335,887.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:
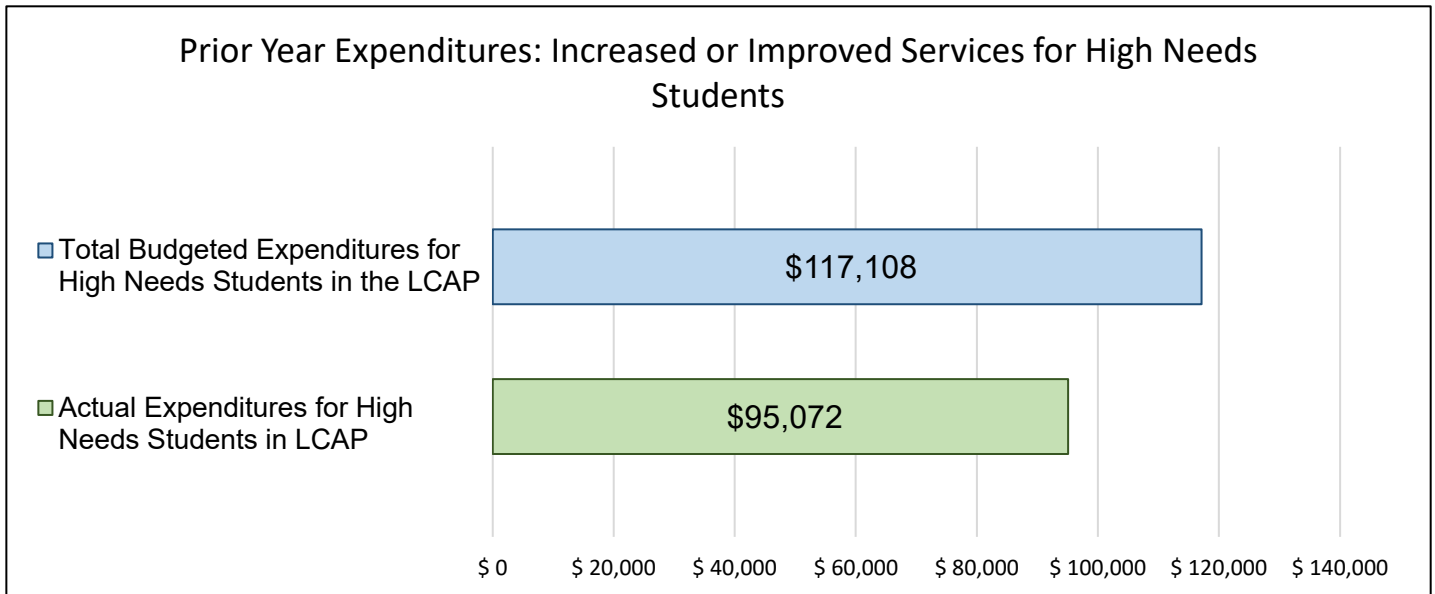
General Fund expenditures not in the LCAP are general operating costs such as salaries, special education, maintenance and operations, preschool, instructional supplies, administration, and technology.

Increased or Improved Services for High Needs Students in the LCAP for the 2024/25 School Year

In 2024/25, Meridian Elementary School District is projecting it will receive $118,604.00 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 $168,625.00 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 2023/24

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

☐ Total Budgeted Expenditures for High Needs Students in the LCAP	$117,108
☐ Actual Expenditures for High Needs Students in LCAP	$95,072

$ 0 $ 20,000 $ 40,000 $ 60,000 $ 80,000 $ 100,000 $ 120,000 $ 140,000

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 2023/24, Meridian Elementary School District's LCAP budgeted $117,108.00 for planned actions to increase or improve services for high needs students. Meridian Elementary School District actually spent $95,072.00 for actions to increase or improve services for high needs students in 2023/24. The difference between the budgeted and actual expenditures of $22,036.00 had the following impact on Meridian Elementary School District's ability to increase or improve services for high needs students:

Actions and services that were planned to increase or improve services for high needs students that were not funded were carried out with existing staff except Action 1.5 School Counselor. We were not able to have this service, but our School Psychologist filled in as needed.

2023–24 Local Control and Accountability Plan Annual Update

The instructions for completing the 2023–24 Local Control and Accountability Plan (LCAP) Annual Update follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Meridian Elementary School District	Christopher Meyer, Superintendent	ChrisM@sutter.k12.ca.us 530-696-2604

Goals and Actions

Goal

Goal #	Description
1	Meridian Elementary School District will provide conditions of learning to develop college ready, career ready and positive citizens of character.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
1A - Teaching staff are properly assigned and appropriately credentialed. Source: SARC	100% 2020-2021	100% 2021-2022	50% 2022-2023	100% 2023-24	Increase to 100%
1B - Instructional materials will be standards aligned Source: SARC	100% 2020-2021	100% 2021-2022	100% 2022-2023	100% 2023-24	Maintain 100%
1C - Maintain facilities in good repair and condition	Good repair 2020-2021	Good repair 2021-2022	Good repair 2022-2023	Good repair October 2023	Maintain good repair.

Goal Analysis

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

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

Successes: We were able to accomplish almost all of our actions in the way in which we intended and saw improvement in students' enthusiasm, the cleanliness of the school, and increased attendance and enthusiasm in the afterschool programs. We ran an afterschool program through ELOP from 2:45-4:30 each day in addition to some full day programs during school closures and holidays. A variety of academic, physical, and enrichment activities were offered. (Action 1.2) We purchased standards aligned materials to support instruction for core and materials for robotics and health to ensure the broad course of study for all students, especially our unduplicated pupils. (Actions 1.3 & 1.12) We currently have a Custodian working after school for four hours a day. She is responsible for all of our classroom upkeep, bathrooms, and garbage on the inside of the school. (Action 1.4) We purchased Savvas Science curriculum to provide a broad course of study. (Action 1.6) Each class had at least one field trip during the year. (Action 1.7) We purchased Push Play PE curriculum and equipment. (Action 1.8) We took one staff development day to identify essential standards and align them to their curriculum. (Action 1.9) We have a teacher overseeing student council and all of their meetings and activities. (Action 1.10)

There were some substantive differences in planned actions and actual implementation of actions in Goal 1 along with some challenges. There was a sudden change in district leadership in September that affected some actions. We did not hire a paraprofessional to provide additional support in reading and math until January. (Action 1.1) There was not an MOU with Sutter County Superintendent of Schools (SCSOS) for a school counselor so we relied on our school psychologist to provide some individual counseling services for students. (Action 1.5)

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 several actions with material differences between Budgeted Expenditures and Estimated Actual Expenditures in Goal 1.

Action 1.1: We spent less than budgeted because we only filled this position for part of the year.
Action 1.2: We spent less than budgeted because we reduced staff due to low student numbers.
Action 1.3: We did not purchase the materials as we used materials from our science curriculum.
Action 1.4: We overbudgeted for this action.
Action 1.5: We did not complete this action so had no expenditures.
Action 1.6: Materials cost more than budgeted.
Action 1.9: We spent less than budgeted because not all teachers participated in the work day.
Action 1.12: We spent less than budgeted because we did not need to purchase as many materials as planned.

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

Meridian met all Desired Outcomes for 2023/24 in Goal 1 but evaluating the effectiveness of the actions in making progress toward the goal was difficult because in most cases we do not have metrics to evaluate the effectiveness of the actions.

- Action 1.1 Paraprofessional and 1.5 School Counselor: Action 1.1 was not effective because we did not have a clear plan for using the para for intervention. Action 1.5 did not happen as planned. The counseling support offered by our school counselor was not enough to offer the support needed.
- Actions 1.2 Afterschool Program, 1.7 Field Trips,1.10 Student Council: We do not have metrics in this goal to measure the effectiveness of these actions, but based on the 2024 student survey, 86.89% of students say there are activities at school that they enjoy participating in.
- Actions 1.3 Instructional Materials, 1.6 Standards Aligned Curriculum, 1.8 PE Curriculum, and 1.12 Standards Aligned Curriculum: We met the Desired Outcome and materials are 100% standards-aligned. These actions were all completed and will be removed in the 2024/25 LCAP.
- Action 1.4 Night Custodian: This action was effective in helping us provide clean, safe conditions of learning and meet our Desired Outcome for the metric, *Facilities are in good repair and condition*.
- Action 1.9 Essential Standards Curriculum Alignment: We do not have a metric in this goal to judge the effectiveness of this action. Since we do not have a local assessment in place, we won't know if this action has been effective until we get Dashboard or CAASPP scores.

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

Goal 1 will be removed from the LCAP. While doing the annual review, we determined that Goal 1 was similar to Goal 2 and many of the actions in Goal 1 actually fit in Goals 2 or 3. Goal 1 for 2024/25 will be *Meridian Elementary School District will provide programs and services that maximize student achievement and close achievement gaps with underperforming student groups.*

Changes to Priorities:
- Moved to Goal 2: 1C (Metric 1).
- There are wording changes to the metrics for Priorities 1A (Metric 1), 1B (Metric 2).
- Moved from Goal 2: Priorities 4A (Metric 6),4E (Metric 7), 4F (Metric 8), 8 (Metric 11) and metrics for all have been reworded to help clarify the metrics.
- Added: 2A (Metric 3), 2B (Metric 4), 3B/C (Metric 5), 7A (Metric 9), 7B/C (Metric 10).

Expected Outcome Changes:
- Changes have been made to all Expected Outcomes to reflect Baseline data and planned programs and services.

Action Changes:
- Action 1.1 Paraprofessional: This action will be added to the new Action 1.3 Intervention.
- Action 1.2 Afterschool Program: This action will be removed because the action was completed and the program is in place.
- Actions 1.3 Instructional Materials, 1.6 Standards Aligned Curriculum, 1.8 PE Curriculum, 1.12 Standards Aligned Curriculum: These actions have been completed and will be removed from the LCAP.
- Action 1.4 Night Custodian, 1.7 Field Trips and 1.10 Student Council: These actions are part of our program and will be removed from the LCAP.
- Action 1.5 School Counselor: This action will be moved to 2024/25 LCAP Goal 2
- Action 1.9 Essential Standards: This action will be moved to PD in the 2024/25 LCAP Goal 1

Actions Added to the 2024/25 LCAP Goal 1

- Action 1.1 PD: In the 2023/24 LCAP this action focused only on NextGen Math. In the 20242/5 LCAP we have added areas of focus.
- Action 1.2 Data and Assessment: In this new action the superintendent/principal will act as our Data and Assessment Coordinator and work with teachers to articulate a clear data and assessment system.
- Action 1.3 Intervention: The superintendent/principal will act as our Intervention Coordinator and will work with teachers to implement a targeted intervention program.

Note: *There is no Action 1.11 in the 2023/24 LCAP*

Goal

Goal #	Description
2	Meridian Elementary School District provides programs and services that maximize student achievement determined by performance on state assessments, local assessments and evaluation of student progress.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
4A Statewide Assessments Source: California State Dashboard Academic Indicator CAASPP Results	Fall 2019 Dashboard ELA: 23 points below standard Math: 43.9 points below standard	2020-21 CAASPP Results ELA : 40.43% Met or Exceeded Standard Math: 4.26 % Met or Exceeded Standard	Fall 2022 Dashboard ELA 22.8 points below standard Math 75.6 points below standard ELA: 44.18% Met or Exceeded Standard Math: 20.93% Met or Exceeded Standard	2023 Dashboard ELA: 43.5 points below standard Math: 80.7 points below standard ELA: 28.89% Met or Exceeded Standard Math: 15.56% Met or Exceeded Standard	Students will increase state scores in ELA by achieving13 points below standard and math by achieving 33.9 points below standard. Students will have 60% Met or Exceed Standard for ELA and 50% Met or Exceed Standard in Math
4E - EL's who make progress toward English proficiency Source: California State Dashboard Academic Indicator ELPAC Results	Fall 2019 Dashboard ELD 78.6% making progress toward English language proficiency	2021-2022 ELPAC Results ELD 80% making progress toward English Language Proficiency.	2022-2023 ELPAC Results ELD 33% making progress toward English Language Proficiency.	2023 Dashboard Less than 11 students, no data 2023 Local Summative Data	Students will be at 88.6% progress toward English language proficiency

				33% making progress toward English Language Proficiency.	
4F - EL Reclassification Rate	No students were reclassified in 2020-2021	7 students were reclassified in 2021-2022	2 students were reclassified in 2022-2023	2023/24 School Year No students have been reclassified	There will be at least two students reclassified per year.
8 - Pupil Outcomes Local Data Source: STAR assessments through the Renaissance Program	2020-2021 Starr Assessments 73% of students made at least one grade level or more as measured by the STAR Assessments in both ELA and Mathematics.	2021-2022 STARR Assessments 47% of students made at least one grade level growth in ELA on STAR Reader 57% of students made at least one grade level growth in Math on STAR Math	2022-2023 Starr Assessments 43% of students made at least one grade level growth in ELA on STAR Reader 50% of students made at least one grade level growth in Math on STAR Math	2023-24 STAR Assessments 20.69% of students made at least one grade level growth in ELA on STAR Reader (fall to winter) The winter test was not given in math	At least 80% of students will make one year or greater growth in both ELA and Mathematics on STAR Assessments.

Goal Analysis

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

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

Successes: A six-hour per day bilingual paraeducator supported TK-2nd grade students specifically with our socioeconomically disadvantaged students in Kindergarten who do not come with preschool experience and need help adjusting to school and our English Learners who are concentrated in the Kindergarten through second grade class. This bilingual educator was a huge asset for the TK and Kindergarten program because she provided extra support for the students and better communication with the Hispanic families. (Action 2.4) We had PD in NextGen Math and worked with SCSOS on Continuous Improvement. (Action 2.7) We contracted with a contractor to administer Initial and Summative ELPAC tests. (Action 2.8) We have purchased NextGen Math as a math intervention and all teachers were trained on January 24, 2024. (Action 2.10)

There were few substantive differences in planned actions and actual implementation of the actions in Goal 2 but there were several challenges. We purchased Renaissance STAR but we do not yet have a process of regular assessment and monitoring. (Action 2.1) We have the Lexia program, but it was not used this year, also due to district leadership changes and new staff who were not familiar with the program. (Action 2.2) We did not start the AR Reading Incentive Program due to district leadership changes and new staff who were not familiar with the program. (Action 2.6)

2023–24 Local Control and Accountability Plan Annual Update Template

There were material differences between Budgeted Expenditures and Estimated Actual Expenditures in several actions in Goal 2.

- Action 2.4: We spent less than budgeted because this action was overbudgeted during planning.
- Action 2.6: We did not do this action.
- Action 2.7: We budgeted for training but it was included in our contract for the program so this was not necessary.
- Action 2.8: We underbudgeted for this service.

In Goal 2, we did not meet any of our Desired Outcomes for 2023-24 nor did we exceed our baseline in any metric.

- Actions 2.1 Renaissance Program, 2.10 Math Intervention: These are all programs that are new to the school, and they have not been implemented with fidelity. We will reserve judgement on their effectiveness until next year.
- Action 2.2 Lexia: This action was not implemented this year.
- Action 2.4 Full Time Paraeducator: This paraeducator worked exclusively with our TK-2nd grade students and we have no metrics to measure the success of this action.
- Action 2.6 AR: We did not do this program due to changes in district leadership and new staff.
- Action 2.7 PD: Since we do not have a local assessment in place, we won't know if this action has been effective until we get Dashboard or CAASPP scores.
- Action 2.8 ELD Coordinator: This action was ineffective in making progress toward the goal. It focused only on the administration of Initial and Summative ELPAC tests and did nothing to increase student achievement.

Over the three-year LCAP cycle Meridian has had four different administrators and a 100% change in teaching staff. Desired Outcomes were not adjusted during the three-year LCAP cycle to reflect current data and practices. Some actions were newly implemented in the last few years (2.1 Renaissance STAR, 2.7 NextGen Math training, and 2.10 Purchase NextGen Math) so there has not been enough time to gauge their effectiveness, but overall, our actions were not effective in making progress toward Goal 2 so in prompt 4 below we will explain the changes that will be made to metrics and actions for the 2024/25 LCAP.

Note: *There is no Action 2.3, 2.5, or 2.9 in the 2023/24 LCAP*

Goal Changes:
- The new Goal 2 will be *Meridian Elementary will provide a safe learning environment that engages students and promotes an inclusive and welcoming culture for all educational partners.*.

Changes to Priorities:
- Adding metrics for Priorities 1C (Metric 1), 3A (Metric 2), 5A (Metric 3), 5B (Metrics 4/5), 5C (Metric 6), 6A (Metrics 7/8), 6B (Metric 9), 6C (Metric 10).

Expected Outcome Changes:

- Changes have been made to all Expected Outcomes to reflect Baseline data and planned programs and services.

Action Changes:

- 2.1 Renaissance Program and 2.2 Lexia are being added to Goal 1, Action 1.2 Data and Assessment.
- 2.4 Full Time Paraeducator is being moved to Goal 1 and will be part of Action 1.3 Intervention.
- 2.6 AR Reading Incentive Program: This program did not encourage students to read and it did not increase their reading achievement so it is being eliminated.
- 2.7 Professional Development will now be Action 1.1 with some changes to our PD plan.
- 2.8 ELD Coordinator: This action focused only on the administration of Initial and Summative ELPAC tests and did nothing to increase student achievement so it will be eliminated.
- 2.10 Math Intervention: We purchased NextGen Math so this action was completed so it will be removed.

The following actions will be added to the 2024/25 LCAP.

- Action 2.1: We are adding a Positive Behavioral Interventions and Supports (PBIS) action to use as a basis for a school-wide discipline plan. This also includes Action 3.4 from the 2023/24 LCAP as one activity within the action.
- Action 2.2: We are adding a Parent Engagement action that includes a variety of events designed to bring families to the school for information and fun.
- Action 2.3: We want to continue improving attendance so we are adding an Attendance action that includes Action 3.2 from the 2023/24 LCAP.

Goal

Goal #	Description
3	Meridian Elementary will provide an educational program that engages students at a high level and promotes an inclusive and welcoming culture for families, promoting inclusion for input into decisions.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
5a - Attendance Rates Source: School Information System	94.1% Attendance 2020-2021	93.04% Attendance 2021-2022	95.77% Attendance 2022-2023	P2 2024 97.33%	Reach 97% attendance or higher
5b - Chronic Absenteeism Rates Source: Dashboard - Chronic Absenteeism Rate Indicator	Fall 2019 Dashboard 8% Chronically absent	Spring 2022 Schoolwise 36.25% Chronically absent	Fall 2022 Dashboard 35.9% Chronically absent	2023 Dashboard 14.9%	Reduce Chronic Absenteeism to zero

5c - Middle School Drop Out Rate Source: CALPADS	2020-2021 CALPADS There were 0 Middle School Dropouts	2021-2022 CALPADS There were 0 middle school dropouts	2022-2023 CALPADS There were 0 middle school dropouts	2023-24 There were 0 middle school dropouts	Maintain 0 Middle School Dropouts
6a - Suspension Rates Source: Dashboard- Suspension Rate Indicator	Fall 2019 Dashboard Green 1.8% students suspended at least once	School records 2021-2022 1.4% students suspended at least once	Fall 2022 Dashboard 1.3% students suspended at least once	2023 Dashboard 5.3%	Keep suspensions at 1 or fewer
6b - Expulsion Rates Source: CALPADS	2020-2021 Cal Pads 0 Students were expelled	2021-2022 0 Students were expelled	2022-2023 0 Students were expelled	2023-24 0 Students were expelled	Maintain 0 students expelled
6c - Sense of school safety and connectedness Source: Local Survey Data	2020-2021 Local Survey 95% of parents believe school is safe 92% of students feel school is safe 78% of parents feel connected to the school	2021-2022 Local Survey 100% of parents feel the school is safe. 86% of students feel the school is safe. 95% of parents feel connected to the school.	2022-2023 Local Survey 92% of parents feel the school is safe 90% of students feel the school is safe 85% of parents feel connected to the school.	2023-24 Local Survey 92.31% of parents feel the school is safe. 87.27% of students feel the school is safe 76.92% of parents feel connected to the school.	100% of parents feel the school is safe 95% of students feel the school is safe 90% of parents feel connected to the school

Goal Analysis

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

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

Successes: We held Back to School Night, a Christmas program, a book fair, and an Easter egg hunt. We advertised events in English and Spanish to communicate with all families. (Action 3.1) We held monthly attendance and trimester attendance award assemblies. We gave out gift cards and fun incentives to improve attendance. (Action 3.2) We recognized one student per class per month as Student of the Month; the student got lunch with the principal, a Meridian tiger pride t-shirt, and they were recognized at the school board meeting. (Action 3.4) We have a Site Council that meets regularly. (Action 3.6) We have a secretary who speaks Spanish and helps to communicate with many of our Hispanic families.(Action 3.7)

There were a few differences in planned actions and actual implementation of the actions in Goal 3. Because of a change in district leadership in the fall, we did not do a fall survey but did one in February. Surveys were provided in Spanish for English learners. (Action 3.5) We did not do Parent Attendance Education (Action 3.8) due to administrator changes.

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 several actions with material differences between Budgeted Expenditures and Estimated Actual Expenditures in Goal 3.

- Action 3.1: We used less supplies than we thought we would need.
- Actions 3.2 and 3.4: We overbudgeted.
- Action 3.8: We did not do this action.

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

In Goal 3, we met very few Desired Outcomes and many of the actions did not have metrics by which to measure their effectiveness.

- Action 3.1 Family Events, and 3.7 Bilingual Secretary/Translator were minimally effective in making progress toward this goal based on metric 6C. But according to the 2024 parent survey 92.31% of parents say communication from the school is easy for them to read and understand (90%).
- Actions 3.2 Attendance Incentives: This action has been effective. As reported on the 2023 Dashboard, Chronic Absenteeism Rates declined for all student groups and all student groups moved out of the 2022 Very High performance level. Our local P2 2024 data reports an increase in our Attendance Rate to 97.33% from 94.1% in our baseline year.
- Action 3.4 Student of the Month: This action alone does not appear to be effective based only on metrics 6A, 6B, 6C. Suspension Rates increased for all student groups and all student groups went down at least one performance level. However, our local suspension data from April 2024 reports 0% suspensions.
- Action 3.5 Parent Surveys: We did not do this action as written; we only did one parent survey. There are no metrics in the 2023/24 LCAP to judge the effectiveness of this action.
- Action 3.6 Parent Participation: There are no metrics in the 2023/24 LCAP to judge the effectiveness of this action. On the 2024 parent survey 92.31% of parents say they feel welcome to participate at Meridian, so we believe the actions are effective in making progress toward the goal but we do not have 2023 data to compare.
- Action 3.8 Parent Attendance Education: We did not do this action due to administrator changes.

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

Goal Changes: The 2023/24 Goal 3 was reworded and is now Goal 2. There is no Goal 3 in the 2024/25 LCAP.

Metric Changes:

- All metrics were moved to Goal 2

Action Changes.

- 3.1 and 3.6 will be part of Goal 2, Action 2.2 Parent Engagement.
- 3.2, 3.7, and 3.8 will be included in Goal 2, Action 2.3 Attendance.
- 3.4 will be included in Goal 2, Action 2.1 Positive Behavioral Interventions and Supports (PBIS)
- 3.5 will be eliminated as it is part of our LCAP process we don't believe it needs to be a separate action.

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

Instructions

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

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

Goals and Actions

Goal(s)

Description:

Copy and paste verbatim from the 2023–24 LCAP.

Measuring and Reporting Results

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

Metric:

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

Baseline:

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

Year 1 Outcome:

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

Year 2 Outcome:

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

Year 3 Outcome:

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

Desired Outcome for 2023–24:

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

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

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

Goal Analysis

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

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

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

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

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

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

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

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

  o When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics

is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.

- o Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

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

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

  - o As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:

    - ▪ The reasons for the ineffectiveness, and

    - ▪ How changes to the action will result in a new or strengthened approach.

California Department of Education
November 2023

Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone	
Meridian Elementary School District	Christopher Meyer, Superintendent	ChrisM@sutter.k12.ca.us	530-696-2604

Plan Summary 2024/25

General Information

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

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. We hope to include art, farm and agricultural science, gardening, 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 school enrollment was 74 students. We have a staff of 10 employees and four 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 2023 Dashboard, 2023 CAASPP, 2023/24 local assessments, and educational partner surveys. When data was available, we considered all student groups including Socio-economically Disadvantaged (SED) and English learners (EL).

Successes:

- 2023 Dashboard: Chronic Absenteeism
  - All: 14.9%, declined 21%
  - SED: 15.4%, declined 25.4%
- 2023 California Science Test (CAST)
  - All: 30.18% in 2023; 29.45% in 2022
  - SED: 19.32% in 2023; 18.50% in 2022
- 2024 Parent Survey

-92.31% of parents say the school is a safe place to learn (93% in 2023)
-92.31% of parents say communication from the school is easy for them to read and understand (90%)

- 2024 Student Survey

    -87.27% of students say they feel safe at school (90% in 2023)

- Metrics in Goal 1 on the 2023/24 LCAP: We met the Desired Outcome in all metrics in Goal 1.

During the 2023/24 school year, we saw increased attendance, improved communication and family engagement, and we maintained the cleanliness of the school. We ran an afterschool program through Expanded Learning Opportunity Program (ELOP) from 2:45-4:30 each day in addition to some full day programs during school closures and holidays. A variety of academic, physical, and enrichment activities were offered. (Action 1.2) We funded a stipend for a staff member to oversee our Student Council (Action 1.10). Almost 87% of students say there are activities at school they enjoy participating in. The night janitor continued to improve the cleanliness and safety of the facilities based on the 2023 Facilities Inspection Tool (FIT) rating of *Good*. (Action 1.4) We purchased Savvas Science curriculum to provide a broad course of study. (Action 1.6) Several school activities and events including Back to School Night, a chili cookoff, a Christmas program, book fair, and Easter egg hunt were held to increase family engagement. We advertised events in Spanish to communicate with English learners and their families. We held regular parent meetings and encouraged parents to participate and based on the survey, 92.31% of parents feel welcome to participate at Meridian. We continued to email and text home a weekly bulletin in both English and Spanish. (Actions 3.1, 3.6, 3.7) We continued our efforts to increase student attendance by holding monthly and trimester attendance assemblies. We gave out gift cards and fun incentives to improve attendance and offered Saturday attendance make-up opportunities. (Action 3.2)

Needs

- 2023 Dashboard – Points above/below standard

    English Language Arts (ELA)

    -All: 43.5 points below standard, declined 20.6 points

    Math

    -All: 80.7 points below standard, declined 5.1 points

    Suspension Rate

    -All: 5.3%, increased 4%
    -SED: 5.6%, increased 3.7%

In Suspension Rate on the 2023 Dashboard, the White student group is in the Red performance level.

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

    ELA

    -All: 28.89% in 2023; 44.18% in 2022
    -SED: 28.13% in 2023; 48.15% in 2022

    Math

-All: 15.56% in 2023; 20.93% in 2022
-SED: 15.63% in 2023; 25.93% in 2022

- Local assessment (Star): We do not have data, the assessment was not administered consistently throughout the year.

Over the three-year LCAP cycle Meridian has had four different administrators and a 100% change in teaching staff. This lack of consistency has contributed to the needs noted above. In the 2024/25 LCAP we have identified actions that will put programs and services in place for students to increase their academic achievement. Professional Development will take place during three student nonattendance days as well as during minimum day Wednesdays every other week. We will focus our work on Improvement Science; identifying essential standards in math, understanding the prerequisite skills, and identifying the assessments that assess the standards; and training on Renaissance Star so teachers can use the assessment data to plan instruction and intervention. An equal amount of work will be focused on developing a data, assessment, and intervention program. The superintendent/principal and teachers will work together to develop an assessment calendar and assessments will be given during predetermined time periods; explore additional ELA and math skills assessments to be used as benchmark and progress monitoring; and implement a data management system. Class schedules will be created to include intervention times and regular data review will occur on minimum days. (Action 1.1, 1.2, 1.3)

The increase in our Suspension Rate is also due in part to the lack of consistency due to school leadership and staff changes. In the 2024/25 LCAP we will implement Positive Behavioral Interventions and Supports (PBIS), an evidence-based, tiered framework for supporting students' behavioral and academic needs. Training for staff and implementation of PBIS will allow Meridian to articulate our foundational system and establish how our school will operate. This foundation will be in place regardless of staffing changes that may occur, and this level of consistency will improve student achievement and behavior. (Action 2.1) We will 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. (Action 2.4)

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 2024 Meetings: February 2024 reviewed the Mid-Year Update; June 2024 discussed goals and actions for the 2024/25 LCAP and shared the draft LCAP.
Principals & Administrators	N/A
Parents	Survey: January 2024 Posted: The draft 2024/25 LCAP was posted on our website for parents to review and send comments to the superintendent prior to the public hearing at the June 13, 2024 board meeting.
Students	Survey: January 2024
Parent Advisory Committee (PAC)	Meetings: May 2024 reviewed the Mid-Year Update; discussed draft goals and actions; and reviewed the parent survey results. June 2024 shared the draft 2024/25 LCAP for discussion and comments.
ELAC/DELAC	N/A
SELPA	Meeting: April 2024

Insert or delete rows, as necessary.

Local Control and Accountability Plan

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

Only 61.54% of parents think their child is challenged by the school's academic program and that the school holds high expectations for their child and 69.23% of parents say their child receives the academic support needed to meet his/her individual needs. (2024 Parent Survey). Staff say Meridian is in the *Beginning Development* stage of providing professional learning for teaching to the standards and frameworks. This input along with state and local data has resulted in all of the actions in Goal 1: Professional Development 1.1; Data and Assessment 1.2; and Intervention 1.3.

Among parents there is not a high level of connectedness to the school (76.92%) and parents do not feel they can provide input on school policies and programs (53.85%). As a result we have added the action Parent Engagement where we will set the stage with parents during Back to School Night where our message will be inviting and welcoming; sharing volunteer and committee opportunities; and letting parents know how important they are to the school and as partners in their child's education. To increase attendance at family events, staff will make personal contact with families; students will make invitations to events; and we will heavily advertise in English and Spanish. Throughout the year Coffee with the Principal and Parent Advisory Committee (PAC) meetings will provide parents an opportunity to give formal and informal feedback of programs and services as well as needs they have identified. Goal 2, Action 2.2 Parent Engagement

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.

As reported on the 2023 California School Dashboard (Dashboard), in English Language Arts (ELA) and math, two of the three student groups declined in distance from Standard Met. Our EL student group is the only group that increased in distance from Standard Met. ELA: All 43.5 points below standard, declined 20.6 points; SED 42.8 points below standard, declined 25.9 points; EL 40.8 points below standard, increased 8.2 points. Math: All 80.7 points below standard, declined 5.1 points; SED 75.5 points below standard, declined 5.9 points; EL 77.9 points below standard, increased 7.9 points.

On the 2023 California Assessment of Student Performance and Progress (CAASPP) in ELA and math the All and Socio-economically Disadvantaged (SED) student groups decreased in the percentage of students scoring Standard Met/Exceeded. ELA: All 28.89%, decreased 15.29%; SED 28.13%, decreased 20.02%. Math: All 15.56%, decreased 537%; SED 15.63%, decreased 10.30%. Both student groups increased in the percentage of students meeting standards on the California Science Test (CAST). All 30.18%, increased 0.73%; SED 19.32%, increased 0.82%.

Only 61.54% of parents think their child is challenged by the school's academic program and that the school holds high expectations for their child and 69.23% of parents say their child receives the academic support needed to meet his/her individual needs. (2024 Parent Survey)

Local Control and Accountability Plan

This goal was developed to guide our work as we put programs and services in place to improve student achievement on state and local assessment and give direction to our system for supporting underperforming student groups.

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 2026
					
					Appropriately assigned and fully credentialed: 100%
					
					Misassignments: 0
					
					Vacancies: 0	

2	1B Basic Services Percentage of students with access to standards-aligned instructional materials Source: SARC	January 2024 100%			January 2027 100%	
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 2027 4 ELA 4 ELD 4 Mathematics 4 NGSS 4 HSS	

Local Control and Accountability Plan

4	2B Implementation of State Standards Percentage of English learners scoring at or above the 40th percentile on Winter ELA local assessment (Star) 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 2027 Outcome data will be determined after Baseline is established	
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 2026 100% All 100% SED 100% EL 100% SWD	
6	4A Pupil Achievement Distance from Standard Met on CAASPP *Points above/below standard* Source: CA School Dashboard	2023 Dashboard ELA All: 43.5 below Math All: 80.7 below			2026 Dashboard ELA All: 15 below Math All: 30 below	
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%			2026 Dashboard 2026 ELPAC Summative 40%	

Local Control and Accountability Plan

8	4F Pupil Achievement Percentage of English learners who are reclassified Source: Local Data	2023/24 School Year 0%			2026/27 School Year 10%	
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 2027 5 Health Education 5 Physical Education 4 VAPA	
10	7B/C Course Access 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. 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 2027 100% All 100% SED 100% EL 100% SWD	
11	8 Pupil Outcomes Percentage of students (1st-8th) scoring at or above the 40th percentile Benchmark) on the winter local assessment (Star) 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 2027 Outcome data will be determined after Baseline is established	

Insert or delete rows, as necessary.

Local Control and Accountability Plan

Goal Analysis for 2024/25

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.

N/A

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

N/A

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

N/A

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.

N/A

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)	o Maintain approximately 2 Wednesdays per month as minimum student attendance days so staff can participate in PD o Work with Sutter County Superintendent of Schools (SCSOS) staff on essential standards (Math) o All teachers will participate in training from our Universal Assessment program o Continue work with SCSOS staff on Improvement Science	$2,413	No
1.2	Data and Assessments	The superintendent/principal will act as our Data and Assessment Coordinator and work with teachers to articulate a clear data and assessment system. Tasks include: o Develop an assessment calendar o Explore additional ELA and math skills assessments to be used as benchmark and progress monitoring assessments o Support the implementation of new assessments o Develop and implement a data management system Assessment programs include: o Lexia – K-4 o Renaissance Star Contract with consultant to support assessments and data management	$47,064	Yes
1.3	Intervention	The superintendent/principal will act as our Intervention Coordinator and will work with teachers to implement a targeted intervention program. Tasks include: o Develop an intervention program (during the school day) ▪ Classroom teachers and support staff will deliver Tier II and III intervention o Review data with staff to identify students in need of additional support o A bilingual paraeducator will work with TK/K students to help build a strong foundation for beginning ELA and math skills Intervention Programs include: o NextGen Math o Lexia	$100,718	Yes

Local Control and Accountability Plan

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.

The Local Indicator tool, attendance and suspension data, and results of educational partner surveys show an ongoing need to improve attendance, behavior, and parent and community involvement. On our 2024 Local Indicator Tool Meridian is rated Initial Implementation for building relationships with families. Parents report on the 2024 parent survey that 76.92% feel a sense of belonging and connectedness to the school compared to 85% in 2023. The extremely small nature of the school and district limits the resources due to the sheer lack of number of families who can get involved in the school. By providing communication with families and using their input to drive decisions, we will hopefully improve family's engagement. Also, regular family events that consider the needs and barriers of our families will help improve engagement. As reported on the 2023 Dashboard, Chronic Absenteeism Rates declined for all student groups and all student groups improved their performance level. Our local P2 2024 data reports our Attendance Rate has increased since our baseline in 2020-21 (94.1%) to 97.33% at P2 2024. The steps we have implemented to improve attendance are working so we need to continue them. Our Suspension Rate increased 4% to 5.3% for our All student groups according to the 2023 Dashboard. Our White student group increased 10% to 10% and is in the Red performance level.

This goal was developed to change the culture of the school and create a welcoming environment for all educational partners, continue finding was to improve student attendance, and establish a school-wide discipline program.

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 2026 Good	
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 2027 ≥ 90%	
3	5A Pupil Engagement Attendance Rate Source: P2 Attendance Report	April 2024 97.33% All 97.25% EL 97.54% SED			April 2027 ≥98.7% All ≥98.7% EL ≥98.7% SED	

Local Control and Accountability Plan

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			2026 Dashboard 7% All 4% White 7% Hispanic 8% 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 2027 ≤1.5% All 0% EL 0% SED
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 2027 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			2026 Dashboard 1% All 2% White 0% Hispanic 0% SED	
8	6A School Climate Percentage of students suspended 1 or more times during the school year Source: SIS	May 2024 0%			May 2027 0%	
9	6B School Climate Percentage of students expelled at any time during the school year Source: Local Data	April 2024 0% All			April 2027 0% All	
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 2027 Safety ≥80% Students ≥95% Parents ≥93% Staff Connectedness ≥75% Students ≥82Parents ≥93% Staff	

Insert or delete rows, as necessary.
Local Control and Accountability Plan

Goal Analysis for 2023/24

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

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

N/A

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

N/A

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

N/A

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.

N/A

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)	o 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. o PBIS training	$4,500	No

2.2	Parent Engagement	o Expand approaches to communication with parents to include an improved website; weekly messages; and timely responses to parent emails/phone calls.
		o 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. Hold similar meetings with Hispanic families with an interpreter.
		o Parent information nights including Back to School Night
		o Parent Advisory Committee
		o Family events
		    ▪ Christmas Program
		    ▪ Book Fair
		    ▪ Easter Egg Hunt
		    ▪ Open House
			$4,500	No

2.3	Attendance	o Have monthly attendance awards, trimester attendance awards and end of the year awards and incentives to promote improved attendance and engagement. o Send home information to parents about the importance of attending school and have a parent night where attendance is discussed. o Offer attendance make-up days	$26,908	Yes
2.4	Part-Time Counselor	o 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.	$18,459	Yes

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$118,604	$7,027

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
14.11%	5.02%	$41,726.59	19.13%

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, Actions 1.2 and 1.3	As reported on the 2023 Dashboard, in ELA and math, two of the three student groups declined in distance from Standard Met. Our EL student group is the only group that increased in distance from Standard Met. ELA: All 43.5 points below standard, declined 20.6 SED 42.8 points below standard, declined 25.9 EL 40.8 points below standard, increased 8.2 Math: All 80.7 points below standard, declined 5.1 SED 75.5 points below standard, declined 5.9 EL 77.9 points below standard, increased 7.9 On the 2023 CAASPP in ELA and math the All and SED student groups decreased in the percentage of students scoring Standard Met/Exceeded. ELA: All 28.89%, decreased 15.29% SED 28.13%, decreased 20.02% Math: All 15.56%, decreased 5.37%; SED 15.63%, decreased 10.30%.	The superintendent/principal will act as our Data and Assessment/Intervention Coordinator. Having this commitment to focus on establishing a local assessment system; using state and local assessment data to drive instruction and intervention; and implementing targeted intervention is the beginning of change. The process will begin with identifying and establishing the benchmark ELA and math assessments that will be used and then developing an assessment calendar. Data review sessions will be scheduled into the early release PD calendar after each assessment period and at progress monitoring points. A data management process will be identified and established. The goal is for local assessments and the use of data to become part of our practice. Before the start of the school year the superintendent/principal and teachers will work together to create class schedules that include intervention times and staff will be trained in the administration of assessments and intervention programs. Once the first assessments are completed, data will be evaluated, and intervention groups will be established. Classroom teachers and support staff will deliver Tier II and III intervention. A bilingual paraeducator will work with TK/K students to help build a strong foundation for beginning ELA and math skills.	Metric 6 Distance from Standard Met on CAASPP *Points above/below standard.* Source: Dashboard Metric 11 Percentage of students (1st-8th) scoring at or above the 40th percentile Benchmark) on the winter local assessment (Star) in ELA and Math. Source: Local Assessment

	Only 61.54% of parents think their child is challenged by the school's academic program and that the school holds high expectations for their child and 69.23% of parents say their child receives the academic support needed to meet his/her individual needs. (2024 Parent Survey)	Because over 80% of our students in the SED student group, we do not see a performance gap, however, the performance in ELA and math continues to decline for all students. Therefore, these actions are being delivered to all students and we expect this system of assessment, intervention, and progress monitoring to increase the academic achievement of all students but especially for our SED student groups and English learners scoring less than Standard Met/Exceeded on the CAASPP and/or below the 40th percentile on the local assessment, Star.	
Goal 2, Action 2.3 Attendance	A missed day of school is a lost opportunity for a student to learn. Although our attendance has improved, it is still too high. Our student achievement continues to decline, in part because our students are not in school enough. Therefore we have identified a need to continue to improve student attendance As reported on the 2023 Dashboard, Chronic Absenteeism Rates declined for all student groups and all student groups moved out of the 2022 Very High performance level. All: 14.9%, declined 21% SED: 15.4%, declined 25.4% Our local P2 2024 data reports our Attendance Rate has increased since our baseline in 2020-21 (94.1%) to 97.33% at P2 2024.	To improve attendance we will fund part-time staff to monitor attendance; contact parents about absences; send notices to parents when students are beginning to be absent often; send attendance letters when absences met the predetermined number; assist in setting up meetings with parents regarding attendance. Monthly attendance awards, trimester attendance awards and end of the year awards and incentives will promote improved attendance and engagement. We will send home information to parents about the importance of attending school and have a parent night where attendance is discussed. Attendance make-up days will be available throughout the year. This action will be delivered on a school-wide basis since our All student group is in the Red performance level for Chronic Absenteeism and since we have high rate of SED students. We expect all students, but especially our SED student group to improve their attendance and decrease their chronic absenteeism rate because we will be elevating the importance of attendance and education parents and students on the negative life-long results of poor attendance.	Metric 3 Attendance Rate. Source: P2 Attendance Report Metric 4 Percentage of students who were absent for 10% or more of the total instructional days. Source: Dashboard Metric 5 Percentage of students who were absent for 10% or more of the total instructional days. Source: Student Information System (SIS)

Local Control and Accountability Plan

| Goal 2, Action 2.4 Part-Time Counselor | Our Suspension Rate increased 4% to 5.3% for our All student group and 3.7% to 5.6% for our SED student group according to the 2023 Dashboard. Our White student group increased 10% to 10% and is in the Red performance level.

We continue to experience behavior problems on the playground which can be observed, as well as have been recorded on the clipboard behavior log. We have many socioeconomically disadvantaged students, whose parents report trauma in their lives. We also have many students with emotional issues as a result of the challenges of adolescence and childhood. Parents report they do not have access to counseling services because of availability of local services and cost. | The increase in our Suspension Rate may be due in part to the lack of consistency due to school leadership and staff changes. We are working on building school behavior program but we recognize more support is needed for our students in our SED student group. We have seen the need to provide a school counselor in order to address student social and emotional needs.

We will provide the following action school wide but will give first priority to low income and EL students because they may not otherwise have access to counseling services. As a result of this action, we expect to see an improvement in our Suspension Rate. | Metric 7
Percentage of students suspended 1 or more times during the school year. Source: Dashboard

Metric 8
Percentage of students suspended 1 or more times during the school year. Source: SIS |

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

Local Control and Accountability Plan

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	1:12
Staff-to-student ratio of certificated staff providing direct services to students	N/A	1:17

Local Control and Accountability Plan

2024/25 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 %)
2024/25	$ 840,449	$ 118,604	14.112%	5.020%	19.132%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$ 177,625	$ -	$ -	$ 26,937	$ 204,562.00	$ 156,079	$ 48,483

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	$ 2,413	$ -	$ -	$ -	$ -	$ -	$ 2,413	0.000%
1	1.2	Data and Assessment	All	Yes	LEA-wide	English Learners and Low-Income	All	On-going	$ 31,490	$ 15,574	$ 38,064	$ -	$ -	$ 9,000	$ 47,064	0.000%
1	1.3	Intervention	All	Yes	LEA-wide	English Learners and Low-Income	All	On-going	$ 99,218	$ 1,500	$ 85,194	$ -	$ -	$ 15,524	$ 100,718	0.000%
2	2.1	Positive Behavioral Interventions and Supports (PBIS)	All	No	LEA-wide		All	On-going	$ -	$ 4,500	$ 4,500	$ -	$ -	$ -	$ 4,500	0.000%
2	2.2	Parent Engagement	All	No	LEA-wide		All	On-going	$ -	$ 4,500	$ 4,500	$ -	$ -	$ -	$ 4,500	0.000%
2	2.3	Attendance	All	Yes	LEA-wide	English Learners and Low-Income	All	On-going	$ 22,958	$ 3,950	$ 26,908	$ -	$ -	$ -	$ 26,908	0.000%
2	2.4	Part-Time Counselor	All	Yes	LEA-wide	English Learners and Low-Income	All	On-going	$ -	$ 18,459	$ 18,459	$ -	$ -	$ -	$ 18,459	0.000%

2024/25 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type		Total LCFF Funds
$ 840,449	$ 118,604	14.112%	5.020%	19.132%	$ 168,625	0.000%	20.064%	**Total:**	$	168,625
								LEA-wide Total:	$	168,625
								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	$ 38,064	0.000%
1	1.3	Intervention	Yes	LEA-wide	English Learners and Low-Income	All	$ 85,194	0.000%
2	2.3	Attendance	Yes	LEA-wide	English Learners and Low-Income	All	$ 26,908	0.000%
2	2.4	Part-Time Counselor	Yes	LEA-wide	English Learners and Low-Income	All	$ 18,459	0.000%

2023/24 Annual Update Table

Totals:	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals:	$ 222,010.00	$ 160,104.00

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	Para Professional (Metric 2B)	Yes	$ 26,161	$ 18,665
1	1.2	Afterschool Program (Metric 7B & C)	No	$ 50,000	$ 40,708
1	1.3	Instructional Materials (Metric 7A)	Yes	$ 1,000	$ -
1	1.4	Night Custodian (Metric 1C)	No	$ 18,695	$ 12,081
1	1.5	School Counselor (Metric 7 B&C)	Yes	$ 10,000	$ -
1	1.6	Standards Aligned Curriculum (1B)	No	$ 10,632	$ 11,942
1	1.7	Field Trips (Metrics 7A)	Yes	$ 1,500	$ 1,509
1	1.8	PE Curriculum (Metric 1B)	Yes	$ 3,500	$ 3,341
1	1.9	Essential Standards Curriculum Alignment (Metric 2A)	Yes	$ 1,500	$ 460
1	1 10	Student Council (Metric 7A)	Yes	$ 1,000	$ 1,000
1	1.12	Standards Aligned Curriculum (Metric 1B)	No	$ 8,688	$ 301
2	2.1	Renaissance Program (Metric, 8)	Yes	$ 3,274	$ 3,274
2	2.2	Lexia (Metric, 8)	Yes	$ 3,300	$ 3,300
2	2.4	Full Time Paraeducator (Metric 2B,4A,4E)	Yes	$ 48,710	$ 33,796
2	2.6	AR Reading Incentive Program (Metric 4A)	Yes	$ 500	$ -
2	2.7	Professional Development (Metric 2A)	Yes	$ 4,274	$ 1,900
2	2.8	ELD Coordinator (Metric 7B)	Yes	$ 1,000	$ 2,333
2	2 .10	Math Intervention (Metric 4A)	Yes	$ 1,500	$ 1,500
3	3.1	Family Events and Family Nights (Metric 3B)	Yes	$ 1,000	$ 764
3	3.2	Attendance Incentives (Metric 5A, 5B)	Yes	$ 3,000	$ 1,137
3	3.4	Student of the Month (Metric 6A, 6B, 6C)	Yes	$ 1,000	$ 223
3	3.5	Parent Surveys (3A, 3B,3C)	No	$ -	$ -
3	3.6	Parent Participation (3A, 3B, 3C)	No	$ -	$ -
3	3.7	Bilingual Secretary/Translator (Metric 3B)	Yes	$ 21,676	$ 21,870
3	3.8	Parent Attendance Education	Yes	$ 100	$ -

2023/24 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)
$ 134,053	$ 117,108	$ 95,072	$ 22,036	0.00%	0.00%	0.00% - 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	1.1	Para Professional (Metric 2B)	Yes	$ 26,161	$ 18,665.00	0.00%	0.00%
1	1.3	Instructional Materials (Metric 7A)	Yes	$ 1,000		0.00%	0.00%
1	1.5	School Counselor (Metric 7 B&C)	Yes	10,000		0.00%	0.00%
1	1.7	Field Trips (Metrics 7A)	Yes	$ 1,500	$ 1,509.00	0.00%	0.00%
1	1.8	PE Curriculum (Metric 1B)	Yes	$ 2,500	$ 3,341.00	0.00%	0.00%
1	1.9	Essential Standards Curriculum Alignment (Metric 2A)	Yes	$ 1,500	$ 460.00	0.00%	0.00%
1	1 10	Student Council (Metric 7A)	Yes	$ 1,000	$ 1,000.00	0.00%	0.00%
2	2.1	Renaissance Program (Metric, 8)	Yes	$ 3,274	$ 3,274.00	0.00%	0.00%
2	2.2	Lexia (Metric, 8)	Yes	$ 3,300	$ 3,300.00	0.00%	0.00%
2	2.4	Full Time Paraeducator (Metric 2B,4A,4E)	Yes	$ 34,097	$ 33,796.00	0.00%	0.00%
2	2.6	AR Reading Incentive Program (Metric 4A)	Yes	$ 500		0.00%	0.00%
2	2.7	Professional Development (Metric 2A)	Yes	$ 3,000	$ 1,900.00	0.00%	0.00%
2	2.8	ELD Coordinator (Metric 7B)	Yes	$ 1,000	$ 2,333.00	0.00%	0.00%
2	2 .10	Math Intervention (Metric 4A)	Yes	$ 1,500	$ 1,500.00	0.00%	0.00%
3	3.1	Family Events and Family Nights (Metric 3B)	Yes	$ 1,000	$ 764.00	0.00%	0.00%
3	3.2	Attendance Incentives (Metric 5A, 5B)	Yes	$ 3,000	$ 1,137.00	0.00%	0.00%
3	3.4	Student of the Month (Metric 6A, 6B, 6C)	Yes	$ 1,000	$ 223.00	0.00%	0.00%
3	3.7	Bilingual Secretary/Translator (Metric 3B)	Yes	$ 21,676	$ 21,870.00	0.00%	0.00%
3	3.8	Parent Attendance Education	Yes	$ 100		0.00%	0.00%

2023/24 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
$ 831,998	$ 134,053	0.33%	16.44%	$ 95,072	0.00%	11.43%	$ 41,726.59	5.02%

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]).

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

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

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

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

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

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

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

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

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

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

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

Local Control and Accountability Plan Instructions

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

- For example, information about an LEA in terms of geography, enrollment, employment, the number and size of specific schools, recent community challenges, and other such information the LEA may wish to include can enable a reader to more fully understand the LEA's LCAP.

- As part of this response, identify all schools within the LEA receiving Equity Multiplier funding.

Reflections: Annual Performance

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

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

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

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

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

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

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

Reflections: Technical Assistance

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

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

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

Comprehensive Support and Improvement

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Local Control and Accountability Plan Instructions

Purpose

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

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

Requirements

School districts and COEs: *EC* sections [52060(g) (California Legislative Information)](#) and [52066(g) (California Legislative Information)](#) specify the educational partners that must be consulted when developing the LCAP:

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

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

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

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

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

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- Students

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

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

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

- For school districts, see [Education Code Section 52062 (California Legislative Information)](#);

  - **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).

- For COEs, see [Education Code Section 52068 (California Legislative Information)](#); and

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

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

Local Control and Accountability Plan Instructions

- 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

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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:

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

Broad Goal

Description

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

- The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal.

- The goal description organizes the actions and expected outcomes in a cohesive and consistent manner.

- A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

Type of Goal

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

State Priorities addressed by this goal.

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

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.

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- Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP.

- The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with educational partners, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

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

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

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

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

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

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

- 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.

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.

- o Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

Year 1 Outcome

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

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

Year 2 Outcome

- When completing the LCAP for 2026–27, enter the most recent data available. Indicate the school year to which the data applies.

  - o Note for Charter Schools: Charter schools developing a one-year LCAP may identify the Year 2 Outcome as not applicable when completing the LCAP for 2026–27 or may provide the Year 2 Outcome for 2026–27.

Target for Year 3 Outcome

- When completing the first year of the LCAP, enter the target outcome for the relevant metric the LEA expects to achieve by the end of the three-year LCAP cycle.

  - o Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a Target for Year 1 or Target for Year 2, as applicable.

Current Difference from Baseline

- When completing the LCAP for 2025–26 and 2026–27, enter the current difference between the baseline and the yearly outcome, as applicable.

  - o Note for Charter Schools: Charter schools developing a one- or two-year LCAP will identify the current difference between the baseline and the yearly outcome for Year 1 and/or the current difference between the baseline and the yearly outcome for Year 2, as applicable.

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

- Describe the overall implementation of the actions to achieve the articulated goal, including relevant challenges and successes experienced with implementation.

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

    o This discussion must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

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

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

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

- Describe the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal. "Effectiveness" means the degree to which the actions were successful in producing the target result and "ineffectiveness" means that the actions did not produce any significant or targeted result.

  - 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.

Local Control and Accountability Plan Instructions

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

- 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.

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

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

- LEAs that have Red Dashboard indicators for (1) a school within the LEA, (2) a student group within the LEA, and/or (3) a student group within any school within the LEA must include one or more specific actions within the LCAP:

  - o The specific action(s) must be directed towards the identified student group(s) and/or school(s) and must address the identified state indicator(s) for which the student group or school received the lowest performance level on the 2023 Dashboard. Each student group and/or school that receives the lowest performance level on the 2023 Dashboard must be addressed by one or more actions.

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

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

Purpose

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

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

Statutory Requirements

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

identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

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

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

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

LEA-wide and Schoolwide Actions

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

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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- 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.

Local Control and Accountability Plan Instructions

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

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

Metric(s) to Monitor Effectiveness

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

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

- For each action with an identified Planned Percentage of Improved Services, identify the goal and action number and describe the methodology that was used.

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.

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

  o The staff-to-student ratio must be based on the number of full-time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.

- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.

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

  o The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

Action Tables

Local Control and Accountability Plan Instructions

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.

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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)**

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

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

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

- **Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)**

  - o   This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

Contributing Actions Annual Update Table

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

- **6. Estimated Actual LCFF Supplemental and Concentration Grants**

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

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

  - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).

- **7. Total Estimated Actual Expenditures for Contributing Actions**

  - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).

- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**

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

- **5. Total Planned Percentage of Improved Services (%)**

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

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

  - This amount is the total of the Estimated Actual Percentage of Improved Services column.

- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**

  - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

LCFF Carryover Table

- **10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 plus Carryover %)**

Local Control and Accountability Plan Instructions

- o This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.

- **11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)**

  - o This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).

- **12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)**

  - o If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

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

- **13. LCFF Carryover — Percentage (12 divided by 9)**

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

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