

LCFF Budget Overview for Parents

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

CDS Code: 51714156053300

School Year: 2022-23

LEA contact information:

Tracey McPeters

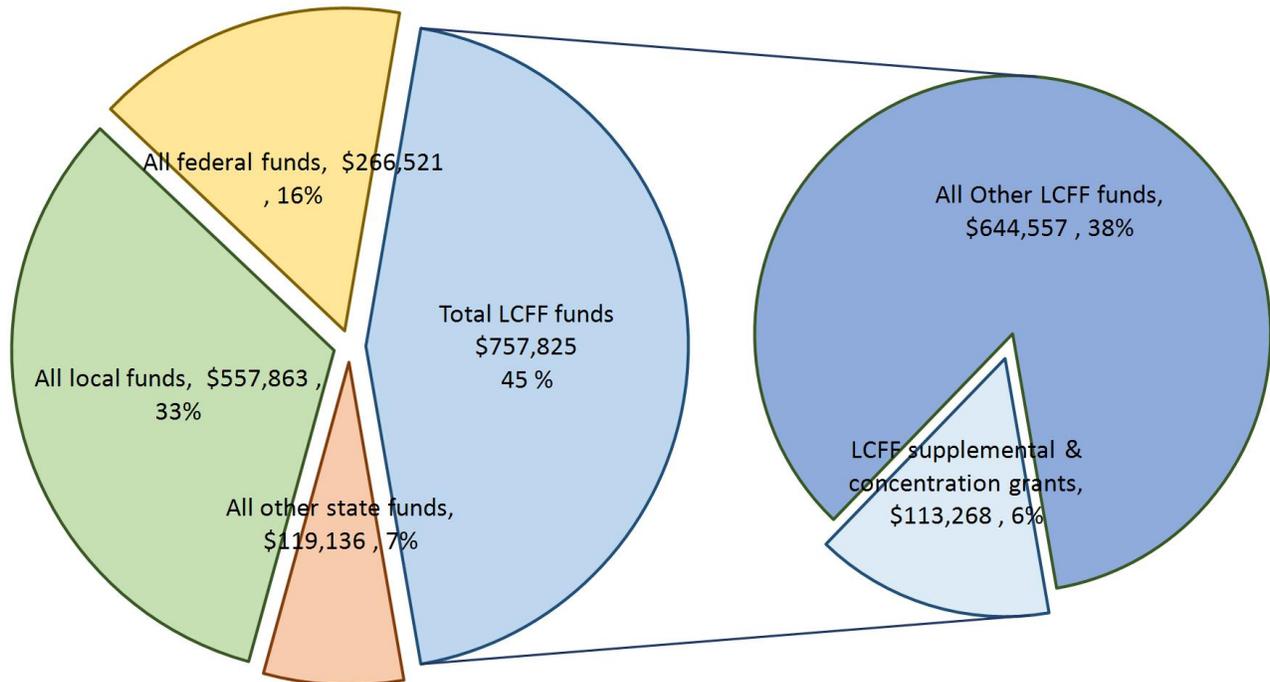
Superintendent

530-696-2604

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

Budget Overview for the 2022-23 School Year

Projected Revenue by Fund Source



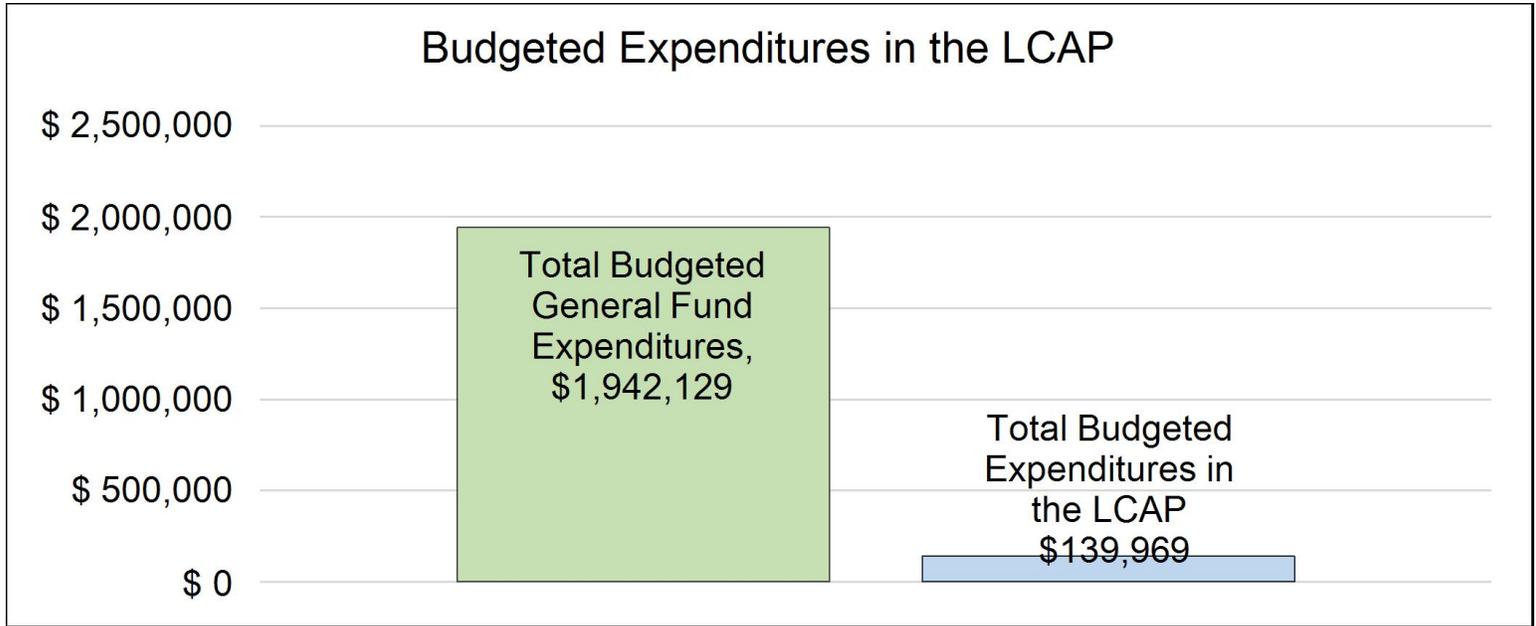
This chart shows the total general purpose revenue Meridian Elementary School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Meridian Elementary School District is \$1,701,345, of which \$757,825 is Local Control Funding Formula (LCFF), \$119,136 is other state funds,

\$557863 is local funds, and \$266521 is federal funds. Of the \$757825 in LCFF Funds, \$113268 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much Meridian Elementary School District plans to spend for 2022-23. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Meridian Elementary School District plans to spend \$1,942,129 for the 2022-23 school year. Of that amount, \$139,969 is tied to actions/services in the LCAP and \$1,802,160 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

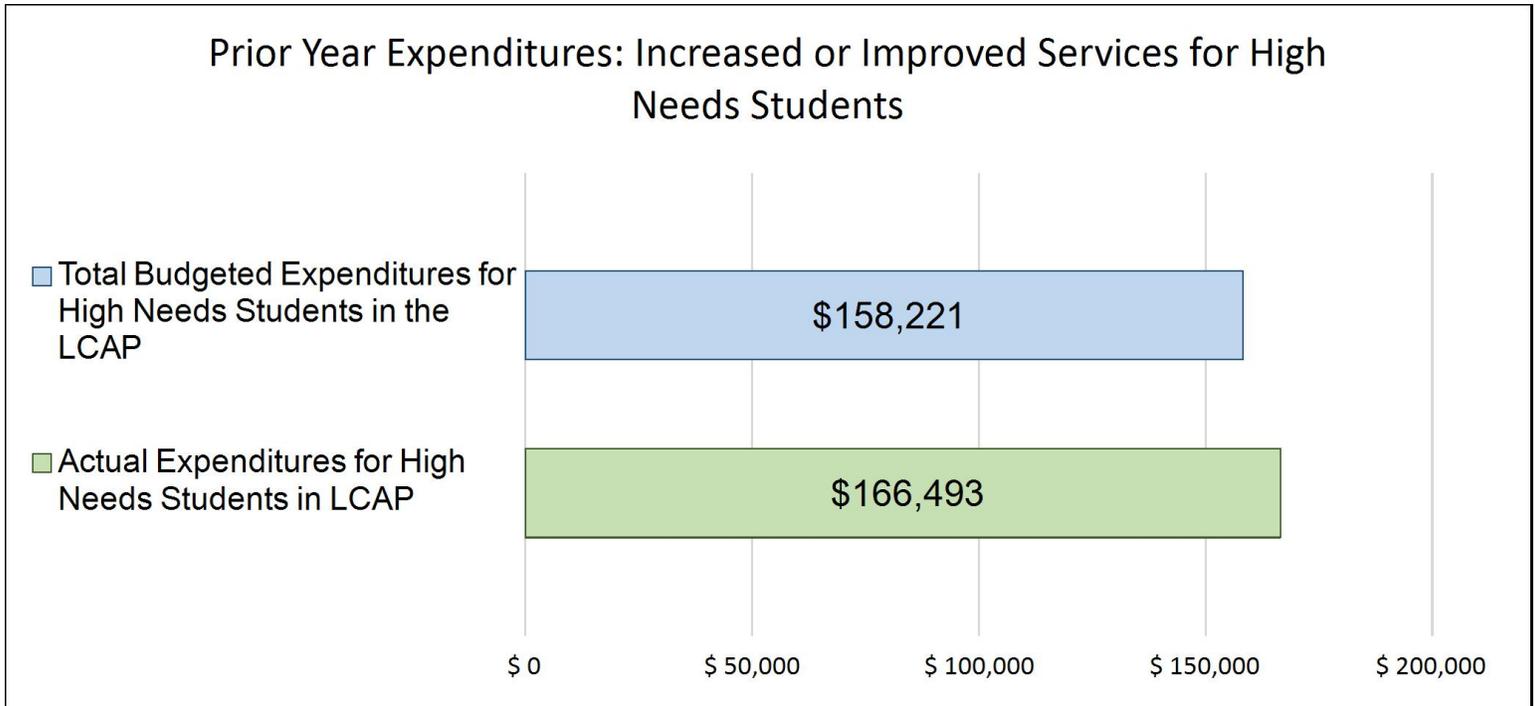
We have many general fund expenditures that are not included in the LCAP such as teachers' salaries, most of the Superintendent/Principal salary, salaries for most certificated employees, building expenses, legal fees, utilities, most of the curriculum, and costs associated with bussing.

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

In 2022-23, Meridian Elementary School District is projecting it will receive \$113,268 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 \$125,037 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2021-22



This chart compares what 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 2021-22, Meridian Elementary School District's LCAP budgeted \$158,221 for planned actions to increase or improve services for high needs students. Meridian Elementary School District actually spent \$166,493 for actions to increase or improve services for high needs students in 2021-22.

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Meridian Elementary School District	Tracey McPeters Superintendent/Principal	traceym@sutter.k12.ca.us 530-696-2604

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

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

Meridian Elementary School District included all funds provided through the Budget Act of 2021 in the adopted 2021–22 LCAP. Educational partner engagement can be found in the Stakeholder Engagement section of the LCAP:

<https://drive.google.com/file/d/1miwKnvsJLEUyJ1HaHjAAo3auzKHVryK/view?usp=sharing>

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

In the 2021-22 LCAP we planned for and have hired two paraprofessionals to our school to help aid in learning recovery. In addition, we planned for and hired a night janitor in order to ensure healthy conditions for all students. The 15% additional add-on helped to fund these new positions, especially because the money we received, even with the 15% additional add-on, was less than what we projected when writing the LCAP. In the middle of the year, we also added an ELD and Intervention specialist with the expectation of an additional 15% to help fund this position.

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

The district makes every effort to ensure all educational partners are invited to provide input in the development of all plans. To obtain input we use a combination of paper and on-line surveys and in-person communication with educational partners. Detailed information can be found in the Stakeholder/Community Engagement section in the following plans:

LCAP: <https://drive.google.com/file/d/1miwKnvsJLEUyJ1HaHjAAo3auzKHVyryK/view?usp=sharing>

ESSER III: https://drive.google.com/file/d/1EtCaHdxW_AtjRKRcwVJipd9RfbrUGdkW/view?usp=sharing

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

The LEA received \$ 8899.00 in Esser III Funding. We have been successful in implementing the ESSER III funded actions for the 2021/22 school year. Our focus was on providing safe conditions and addressing lost instructional time. We have implemented our 2021/22 actions:

1. We saw a need to replace the HVAC system in the kindergarten classroom. It was not ventilating properly and we needed to help stop the spread of COVID19. We used \$7119 in Esser III funds to replace the HVAC system.
2. We used \$1200 to purchase I-Ready Math to use for intervention. This program was not included in the LCAP budget.
3. We started an afterschool program with the use of LCAP money to aid students in learning recovery and provide homework support to ELD and low income students. The final \$580 of Esser III money is being used to provide materials and supplies for the afterschool program.

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

In order to keep students and staff safe from the spread of COVID we have implemented a safe return in in-person instruction and continuity of services plan. In this plan included instructions for keeping students safe such as handwashing and sanitizing protocols, masking, isolation and quarantine procedures, as well as keeping student in cohorts when possible. We used Esser III money to help ventilate the school as well as using our fiscal resources for the purchase of masks, hand sanitizer, cleaning products, and other items necessary for keeping students safe. We hired more cleaning staff to make sure that surfaces are clean as well as fogging the rooms daily. The filters are changed regularly. Meridian Elementary School District is coordinating the use of the fiscal resources to best meet the needs of the district, staff, students, and community. All plans are primarily focused on addressing the academic impact of lost instructional time, supporting the social-emotional

needs of students, families, and staff, and safely operating the school and all funds are budgeted to address those areas of need.

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

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

Introduction

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

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

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

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

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

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

Instructions

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

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

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

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

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

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

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

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

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

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

Describe how and when the LEA engaged its educational partners on the use of one-time federal funds it received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on students. See the COVID-19 Relief Funding Summary Sheet web page (<https://www.cde.ca.gov/fq/cr/relieffunds.asp>) for a listing of COVID-19 relief funding and the Federal Stimulus Funding web page (<https://www.cde.ca.gov/fq/cr/>) for additional information on these funds. The LEA is not required to describe engagement that has taken place related to state funds.

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

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

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

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

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

California Department of Education
November 2021

Local Control Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Meridian Elementary School District	Tracey McPeters Superintendent	TraceyM@sutter.k12.ca.us 530-696-2604

Plan Summary [2022-23]

General Information

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

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 unique small rural public school with rigorous standards-based academic programs and enriching daily programs that include art and robotics. The mathematics curriculum has recently been adopted and approved by the Board in 2018/19 and we have implemented a new NGSS aligned science curriculum, as well as a newly adopted history/social studies curriculum. Each teacher is qualified to teach multiple grade levels and multiple subjects to give each student a well- rounded academic education.

The school enrollment was 71 students in the 2021/2022 school year with a capacity of 80-100 students. Each class has multiple grade levels with at least one teacher who is well qualified and appropriately credentialed to instruct the students. The Meridian Elementary School District student body is 59% socioeconomically disadvantaged, 14% English learners, 45% Hispanic, 42% white, and 17% are students with disabilities.

Reflections: Successes

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

The district began the 2021-2022 school year still dealing with the challenges of COVID-19. Fortunately, we were able to keep the school open and provide a full day of education for all students. We implemented an independent study program, restarted the site council and parent club, and worked hard at providing an afterschool program, small group tutoring for struggling students, and additional ELD support. We have continued to provide one to one devices for all students and various computer programs such as I-Ready, Lexia, and Renaissance

to help improve student achievement toward grade level standards. In addition, we implemented I-Ready as a district-wide benchmark. We also provided professional development for teachers in math, social emotional learning, and designated and integrated ELD instruction. During the 2021-2022 school year, we re-designated seven students and had 80% progress toward the next level. We hope that with all of this additional support and returning to school for a full day, students will continue to make up for learning loss. We hope to improve attendance and test scores, and continue to re-designate English language learners. One of biggest achievements was in building relationships with families and communicating. This year we began to email and text home a weekly bulletin in both English and Spanish. With the re-start of our site council, parent club, and student council we increased engagement and enthusiasm through numerous family and school events. According to the local indicator tool, based on parent and student surveys, 100% of parents surveyed felt the school was same, 100% of parents surveyed felt communication was good to excellent, 100% of parents surveyed believe that they were communicated with in a language that they understood, and 95% of parents surveyed felt that the school was good to excellent at supporting learning in the home. Students responded that 100% surveyed felt respected by their teacher, and 92% felt they had an adult at school they could talk to. We plan to continue to support the parent club and to provide community and school events throughout the year. We will continue to send home weekly bulletins in both English and Spanish and work with families to help support learning in the home.

Reflections: Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Meridian Elementary clearly needs to improve in these main areas: absentee rate, (66.6%) chronic absenteeism (21.79%) and the number of students who meet standards in ELA (40.43%) and Math (4.26%) state testing in 2021. We noticed that the attendance rate for chronic absenteeism is slightly higher at 25% for socioeconomically disadvantaged students and lower for ELD students at 13%. Because of our small numbers (71 enrolled students), our CAASPP results are not disaggregated by group. The benchmark data shows in reading that 40% of EL, 23% of low income tested at risk, while the school average was 31%. In math the students at risk are 53% EI, 32% low income and 32% school wide. . Because our school is so small it makes sense to address attendance and low test scores school wide. We plan to continue addressing those needs over the next few years through individual and small group tutoring, using I-Ready intervention software, and providing a rigorous afterschool program. In addition, the district will provide coaching and professional development for teachers in order to improve instruction and increase student performance. We also plan to continue to implement our attendance incentive program in order to address attendance and student engagement. Our hope is that with these measures, combined with a lower COVID-19 rate, we will see a strong improvement in our attendance rate, chronic absenteeism, and test scores.

LCAP Highlights

A brief overview of the LCAP, including any key features that should be emphasized.

We have planned many actions in the 2022-2023 LCAP in order to meet our goals. We will continue to employ a night Janitor to keep the school clean and safe. We will continue to provide an instructional aid for TK-K and a bilingual paraeducator for TK-2 in order to provide adequate support for the younger students who are learning to read. We are employing a secretary who is fluent in Spanish in order to better communicate with families and translate materials. Professional development for teachers will be a priority in 2022-2023 with time for

teachers to identify essential standards and align it with curriculum,. We will provide coaching to teachers on using data to drive instruction and will provide additional professional development to help teachers improve their instruction. We will continue with incentive programs for attendance, academic improvement, and citizenship. In 2022-2023, we are planning many community and family activities such as a back to school barbeque, Halloween parade, Christmas program, Easter egg hunt, spaghetti feed, book fair and open house to bring families and the community together in order to improve student and family engagement. Students will also benefit from many field trips, including Shady Creek for the 5-6 grade classes. We will provide elective programs such as robotics, health, the outdoor education program and art. We will continue to provide curriculum that is current and aligned with state standards, as well as provide intervention computer programs and assessments such as I Ready, Lexia, and Renaissance. In 2022-2023 we are partnering with Sutter County in order to provide a longer and more robust afterschool program that will include an additional 30 days during school breaks and in the summer. In order to meet students social emotional needs, we will continue to employ a school counselor who can work with individuals, small groups, and whole classes.

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.

Support for Identified Schools

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

Monitoring and Evaluating Effectiveness

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

Engaging Educational Partners

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

The Engaging Educational Partners process for the 2021/2022 school year continued in August of 2021 with a new superintendent. The new superintendent sent home a survey for parents, gave a survey to junior high students, and met with the teachers to complete the local indicator tool. Meridian Elementary School District was able to re-establish a parent club, site council, and student council and solicited input for the 2022-2023 LCAP. In addition, the superintendent met with teachers, gave the Panorama Survey to students, and sent out surveys to families, site council, and teachers.

Family Survey: February 17, 2022

Site Council Survey: February 18, 2022, May 27, 2022

Parent Club Meeting: May 31, 2022

Certificated and Classified Survey: February 17, 2022

Classified LCAP Meeting: April 6, 2022

Student Survey: May 16, 2022

SELPA: May 2, 2022

Public Hearing: June 9, 2022

Board Approval: June 22, 2022

A summary of the feedback provided by specific educational partners.

In 2022 input from educational partners was taken into consideration for keeping goals, creating new goals, and completing goals within the 2022-2023 LCAP. Teachers were most concerned with improving attendance and suggested that we change the parameters for the attendance incentives. Teachers wanted a book fair, instructional aids, intervention, and fieldtrips. Parents wanted to continue with a weekly letter home, anti-bullying program, organized PE, music, intervention, para-professionals, incentives, community events, electives, and fieldtrips. Parents of English learners wanted more of an opportunity to be involved in the classroom and wanted us to continue providing school supplies. The SELPA felt that our goals were on the right track for helping students with special needs. Parents, students, teachers, and site council all agreed that fieldtrips, community events, school sports, and incentive programs were important to continue in order to improve student and family engagement.

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

In 2022-2023 we listened to the feedback from our educational partners and provided actions based on their input. We will still provide the attendance incentive program, but will change the parameters to better encourage students to attend. We will continue to provide a book fair as well as community activities. We will provide two instructional aids for the lower grades and intervention in the afternoon. We will continue

to pay for fieldtrips and Shady Creek. We will provide electives such as art, health, and robotics, but plan to improve the outdoor education program. Educational partners wanted school supplies, which we already provide with non-LCAP money. With the slow of COVID 19 we plan to encourage more parental involvement in the classroom, but did not include it in the LCAP as an action. We also are planning to partner with community agencies for anti-bullying assemblies, but did not include it in the LCAP because there will be no cost. We plan to improve and increase our sports program at Meridian Elementary, but already provide money for stipends for coaches from other sources.

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. Priority 1, 2, and 7

An explanation of why the LEA has developed this goal.

It is important that Meridian elementary help students become prepared for high school, college, and future careers. The actions of this goal will help students to be prepared for their future opportunities. Based on educational partner input, we plan to accomplish this by continually ensuring properly credentialed and appropriately assigned teachers, and continuing to offer standards aligned curriculum in grades k-8, We plan to explore curriculum to bring health to our school, hire a paraprofessional to assist teachers in small group instruction and provide individual tutoring. We will also bring a counselor to the school in order to help students with their social emotional needs. Providing programs such as an outdoor science class, Shady Creek Outdoor Science School, student council, and field trips will help provide opportunities and enrichment for students. In addition, hiring an after school janitor will help ensure that conditions are clean, safe, and healthy for all students.

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%	100%			Maintain 100%
1B - Instructional materials will be standards aligned	100%	100%			Maintain 100%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Source: SARC					
1C - Maintain facilities in good repair and condition Source: Facilities Inspection Tool (FIT)	Good repair	Good repair			Maintain good repair.

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Para Professional (Metric 2B)	Providing a paraprofessional to provide support for TK-2 grades in reading and math. In addition, they will provide one on one and small group tutoring to students struggling with reading.	\$31,049.15	Yes
1.2	Afterschool Program (Metric 7B&C)	We will offer a robust afterschool through the Expanded Learning Opportunity Program. All students will be given the opportunity to have an extended school day which provides academic, physical, and enrichment activities. In addition, students will be offered an additional 30 school days.	\$50,000.00	No
1.3	Instructional Materials (Metric 7A)	Materials as needed to support instruction for core subjects as well as outdoor science, robotics, STEM, health, and art classes in the afternoon rotations to ensure the broad course of study for all students, especially our unduplicated pupils.	\$1,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.4	Night Custodian (Metric 1C)	In order to maintain facilities in good repair, with the growth of the school, custodial services must be increased. The custodian will ensure the healthy condition of the facility.	\$14,932.03	No
1.5	School Counselor (Metric 7 B&C)	Contract with the county to provide individual counseling services for students with special needs and low income students who need social and emotional support.	\$6,702.19	Yes
1.6	Outdoor Science Instructor (Metric 7a)	Provide an instructor for the outdoor science program that provides students experience with gardening, farming, and horticulture.	\$5,000.00	Yes
1.7	Field Trips (Metrics 7A)	Provide educational field trips for all students to provide a broad course of study.	\$2,000.00	Yes
1.8	Shady Creek Outdoor Science School (Metric 7B&C)	Provide Shady Creek Outdoor School for all fifth and six grade students, including students with disabilities. This also includes a stipend for the coordinating teacher.	\$4,500.00	Yes
1.9	Essential Standards Curriculum Alignment (Metric 2A)	Provide an additional teacher work day for teacher to identify essential standards and align them to their curriculum.	\$1,500.00	Yes
1.10	Student Council (Metric 7A)	Provide a stipend for teacher to oversee student council and all student council meetings and activities.	\$1,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.12	Standards Aligned Curriculum (Metric 1B)	Purchase Go Math and other standards aligned curriculum.	\$8,688.00	No

Goal Analysis [2021-22]

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

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

In 2021-2022 we had many successes. We hired two paraprofessionals who provided support for teachers within the classroom, provided individual tutoring, and provided small group tutoring. We also provided an hour long afterschool program to help students with learning recovery. Instructional materials were purchased to enhance electives. A night janitor was hired in order to keep the school clean and safe. We purchased Second Step SEL materials to help students with their social and emotional learning. We took many fieldtrips: Bishops Pumpkin Farm, Sutter High Pumpkin Patch, Farm Day, The State Capital, The I-Max Theater, Sutter High, The Hamburger Farm, and the Museum of Science and Curiosity. We provided Shady Creek Outdoor School for all interested 6-8 graders. We provided substitutes for professional development. We started a student council and provided outdoor science, and Go Math. 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, test scores in the younger grades, and attendance in the afterschool program. We did encounter a few challenges. We need to improve the instruction in the Outdoor Science program. While students attended the class, more training and professional development is needed in order to have to program be as successful as we intended. In addition, teachers were not given enough training and time in order to discover essential standards and align them to their instruction. We felt the professional development time would be best spent focusing on ELD, SEL, and math instruction. We intend to focus on essential standards next year with more support through professional development.

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.

While all of our actions were implemented to some degree, there were material differences between budgeted expenditures and actual expenditures. We did not spend the full amount set aside for instructional materials for electives (Action 3). One reason is that the outdoor education, while taught, did not fulfil the expectation of the course. In addition, \$5000 was a high estimation and the cost for necessary items was less than we anticipated. Also, parent club donated supplies for the garden. The cost of the janitor (Action 4) was less than we anticipated. We employed three different janitors and there were lags in time while were trying to hire a new janitor. In addition, we estimated high for the cost of the janitor. The cost of ELD and SEL materials (Action 6) were less than expected. We did purchase Second Step, but had adequate ELD materials through Wonders and Study Sync. The cost of the school counselor (Action 5) was significantly lower than we anticipated. This is because it took most of the year in order to hire a counselor. We were able to contract with the county in February for a school counselor and she has been providing services since. We did not use substitutes for teachers to identify and align essential standards (Action 9). It was very difficult to find substitutes and the district decided, based on the needs of our teachers and students, that professional development time would be better spent improving SEL, ELD, and math instruction. We did attend many fieldtrips (Action 7) but some of them were free and the cost was less than we anticipated. We attended Shady Creek (Action 8) but the cost was less than

anticipated because our parent club donated a thousand dollars. We implemented Student Council (Action 10) but did not pay the stipend because the principal acted as an advisor. Next year, a teacher will take over as advisor for student council.

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

The actions were effective toward making progress toward the goal. Our facilities are clean and in good repair. The night janitor has improved the cleanliness and safety of the facilities. The teachers are 100% qualified and appropriately assigned and the instructional materials are 100% standard aligned. We believe that Shady Creek, the outdoor school, electives, and field trips increased student engagement and helped students to become college and career ready and able to contribute to the community. We need to improve our outdoor education program, and provide time, support, and training to help teachers identify and align essential standards. Purchasing SEL curriculum and providing a school counselor should help students with their emotional health and that should contribute to an overall improvement in their education and capability to become positive citizens of character.

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

We decided that next year it was only necessary to have one additional paraprofessional, rather than two (Action 1.1). The paraprofessional will mostly provide support for TK-.2. Next year, we are expecting fewer students in the upper grades and found that the teachers in the upper grades did not need the use of an instructional aid as much as the teacher in the lower grades. We still plan to provide an afterschool program (1.2) but it will be expanded to be longer and will provide additional opportunities for students to attend an additional 30 days of school. This will be funded through the ELOP, rather than LCAP funding. The LEA will continue to pay for Shady Creek (1.8) but will provide the opportunity only for 5-6 grade students. We plan to continue to provide essential standards alignment for teachers ,but will pay teachers for an additional day, rather than getting a substitute. Action 1.6 is listed as action 1.11 in the 2021-2022 LCAP. We discontinued Action 1.6 because we already have the materials for ELD and SEL. We will still provide a student council (1.10) but will use the funding only for a stipend. The student council can generate their own funding through fundraising.

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

Goals and Actions

Goal

Goal #	Description
2	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. Priority 4,8

An explanation of why the LEA has developed this goal.

Student achievement is the cornerstone of what a school does for its students. The actions and metrics provide a baseline to measure the success of the staff and students together along with setting goals that measure progress and effectiveness of the services and strategies the district and school employ. By providing a bilingual paraprofessional to help in grades Tk-2, the teacher will be able to provide more support for struggling readers, students who struggle in math and ELD students. In addition, programs such as Renaissance place, I Ready, and Lexia will help students increase their progress toward state standards.

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			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	2020-21 and 2021-1022 ELPAC Results ELD 80% making progress toward English Language Proficiency.			65% of students tested will be at a level 3 or 4

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		73% of students tested are at a level 3 or 4.			
4F - EL Reclassification Rate	No students were reclassified in 2020/2021	7 students were reclassified in 2021-2022			There will be at least two students reclassified per year.
8 - Pupil Outcomes Local Data Source:STAR assessments through the Renaissance Program Data from I-Ready	73% of students made at least one grade level or more as measured by the STAR Assessments in both ELA and Mathematics. 87% made at least one year's growth in at least one subject area.	47% of students made at least on grade level growth in ELA on Starr Reader 57% of students made at least on grade level growth in Math on Starr Math I Ready Reading 75% Annual Typical Growth I Ready Math 62% Annual Typical Growth			At least 80% of students will make one year or greater growth in both ELA and Mathematics. At least 90% of students will make growth of one year or greater in at least one subject. Students will average 90% Annual Typical Growth in I Ready Reading and Math Assessments.

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Renaissance Program (Metric, 8)	The school will acquire licenses for the Renaissance Program for resources and STAR assessments to monitor student progress as a baseline on a yearly basis and growth throughout the school year.	\$4,700.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.2	Greenfield Publishing (Lexia) (Metric, 8)	The school will acquire licenses for the Lexia Core 5, Power Up and Reading Plus programs as support and a supplemental program to increase skills in acquisition of language for English Learners, students with extraordinary needs and students who get enrichment.	\$0.00	Yes
2.3	Minimum Day Student Analysis and Staff Development (Metric 4A)	Teaching and classified classroom staff will meet over 11 minimum days to analyze student progress and achievement, identify areas of need and have staff development provided by the Superintendent/Principal and County.	\$5,000.00	Yes
2.4	Full Time Paraeducator (Metric 2B,4A,4E)	A full time bilingual paraeducator is assigned to the Kindergarten through second grade class to help 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 gives these students a better chance to advance in acquisition of the English Language.	\$48,331.54	Yes
2.5	Standards Aligned Assessments and intervention curriculum (Metric 4A)	IReady assessment and programs will be purchased in order to provide more specific results about students' progress toward specific state standards. This will help provide more targeted intervention and ultimately raise test scores individually and as a school.	\$3,420.00	Yes
2.6	AR Reading Incentive Program (Metric 4A)	Provide incentives and recognition for students who pass AR tests, classes who reach 100 tests, and students who reach their goal.	\$100.00	Yes
2.7	Professional Development (Metric 2A)	Professional development (including conferences, substitutes, I-ready training, and required materials), in order to improve classroom instruction and raise test scores.	\$3,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.8	ELD Coordinator (Metric 7B)	Providing an outside contractor to help our small school manage the ELD student needs, including help with Initial and Summative ELPAC testing.	\$1,000.00	Yes
2.9	Instructional Coach (Metric 8)	Provide an instructional coach to help teachers with data driven instruction, observe teachers, provide feedback, and oversee professional development.	\$10,000.00	Yes

Goal Analysis [2021-22]

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

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

We implemented all of these actions. We provided and used Renaissance, Lexia, and I-Ready. These were used as intervention, enrichment, and benchmark assessments. In addition, we provided staff development and collaboration time for minimum days. We brought in the county, and they helped us improve our SEL, ELD, and math instruction. We have a bilingual paraeducator educator who helps with the art program, TK, and Kindergarten. We provided individual and whole class incentives for reaching AR goals and passing AR tests. There were no substantive differences in planned and implementation of the actions. We had many successes. Students made individual progress on benchmark testing through the use of intervention on Lexia and I ready. Teachers improved their instruction because of the professional development. Student loved art and the bilingual educator was a huge asset for the TK and Kindergarten program. Our challenges are that we have learning loss because of COVID and did not see as much growth on benchmarks as we would have liked. In addition, we had a difficult time getting the junior high students to try their best on I Ready because it was such a long test. We also provided too many treats through the AR incentives and plan to provide non-food items next year.

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.

All actions were successfully implemented, but there were some differences between budgeted expenditures and estimated actual expenditures. Our staff development for minimum days increased (Action 3). This was due to a low estimate when the LCAP was written. The bilingual paraprofessional (Action 4) was also a few thousand dollars more. This was due to a low estimate when the LCAP was written. Student incentives cost less than planned. Many incentives were provided for AR accomplishments, but the district estimated too high when writing the LCAP. Professional Development (Action 7) was less than anticipated. One reason is that it was free this year from the county and the principal was able to cover teacher classes rather than paying a substitute.

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

Our efforts toward reaching our goals have been successful. In the fall of 2021, we were able to reclassify 7 students. In fall of 2021 55% of ELD students were at a level 3 and 4, by the end of the year 73% were at a level three or four. Our final goal is 65% at a level 3 or 4. We hired an additional 50% teacher in order to provide designated ELD time, oversee the intervention program, provide coaching for teachers, and provide independent study for one student. This step improved our ELPAC scores. Hopefully, this step has improved CAASPP scores for the 2021-2022 school year. We did not make progress for the 2020-2021 CAASPP testing because we suffered learning loss during COVID. This year we provided intervention software, afterschool tutoring, and small group intervention and hope to see a significant improvement in CAASPP scores. We did see some student growth through the year through our benchmark assessments with 62% of math students showing 1 year of typical growth, and 75% of reading students showing one year of typical growth. While these scores aren't as high as we had hoped, we saw much more growth in the younger grades, and are hopeful to see even more growth next year as student attendance improves with the slowing of COVID 19.

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.

Next year we will provide I-Ready math and reading curriculum (Action 2) in addition to Lexia and Renaissance (Action 1,2) .In 2021-2022 we only provided I Ready benchmarks through the LCAP. This year we will include math curriculum for all grades, and reading curriculum in grades 3-8 (Action 5). In the middle of the 2021-2022 school year, we hired an additional 50% teacher in order to take the principal out of the classroom and allow her to have the time to devote to disciplining students, providing coaching to teachers, providing independent study to a student, overseeing intervention, and providing daily designated ELD time to all English Learners. In addition, due to the smallness of our staff, we had to hire someone to come and help with the initial and summative ELPAC testing. these actions were not initially written into the 2021-2022 LCAP, but were funded with LCAP money and included in the 2021-2022 Action Table. These actions helped ELD students progress toward reclassification, helped students with learning recovery, improved the climate of the school, and improved instruction. In 2022-2023 we will continue to need help with ELPAC testing (Action 8), but teachers will be responsible for their own intervention and ELD time. This action was necessary for 2021-2022, but we are expecting declining enrollment and rising costs for the district for the next year and won't have the luxury of an ELD/Intervention specialist. However, we are providing an instructional coach (Action 9) to provide professional development to teachers in using data driven assessment, implementing curriculum, and improving teaching practice. Based on low test scores, and less than ideal benchmarks, we feel these actions should help improve instruction and increase student performance. There were small changes to the metrics because the data from the dashboard is not available this year. Instead, we gathered the same data from other sources. In addition, I added I -Ready benchmark data to the desired outcome. We purchased I-Ready as benchmark assessment in 2020-2021 and felt this would give us another method for measuring growth.

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

Goals and Actions

Goal

Goal #	Description
3	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. Priority 3, 5, and 6

An explanation of why the LEA has developed this goal.

The self-reflection tool, attendance data and results in parent involvement on campus shows that improving attendance and parent and community involvement are identified needs in this school year and the future. 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 regular surveys and communication with families and using their input to drive decisions, we will hopefully improve families engagement. Also, regular family events that consider the needs and barriers of our families will help improve engagement. Opportunities for parents to volunteer on the site council, parent club and within classrooms should also improve family engagement. In addition, attendance and behavior incentives will help improve student engagement, promote positive behavior, and reduce suspensions within our schools. The need and desire are there to get that input and involvement and providing more opportunity and incentive for both attendance at school and family involvement are where this goal's development come from after analysis and conversation.

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	66.6% Attendance			Reach 97% attendance or higher
5b - Chronic Absenteeism Rates Source: Dashboard - Chronic Absenteeism Rate Indicator	Fall 2019 Dashboard 8% Chronically absent	Spring 2022 Schoolwise 21.79% Chronically absent			Reduce Chronic Absenteeism to zero

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
5c - Middle School Drop Out Rate Source: CALPADS	There were 0 Middle School Dropouts	There were 0 middle school dropouts			Maintain 0 Middle School Dropouts
6a - Suspension Rates Source: Dashboard-Suspension Rate Indicator 2019	Fall 2019 Dashboard Green 1.8% students suspended at least once	School records 1 student was suspended for 1 day.			Keep suspensions at 1 or fewer
6b - Expulsion Rates Source: CALPADS	0 Students were expelled	0 Students werre expelled			Maintain 0 students expelled
6c - Sense of school safety and connectedness Source: Local Survey Data	95% of parents believe school is safe 92% of students feel school is safe 78% of parents feel connected to the school	100% of parents feel the school is safe. 86% of students feel the school is safe. 95% of parents feel connected to the school.			100% of parents believe the school is safe 95% of students feel the school is safe 90% of parents feel connected to the school

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Family Events and Family Nights (Metric 3B)	Meridian will hold school activities and events, including back to school night, a Christmas program, a book fair, and an Easter egg hunt, to increase family engagement. Events will be held in the evening to accommodate working families, many of which are low income and English learners. Events will be advertised in Spanish in order to communicate with English learners.	\$1,000.00	Yes
3.2	Attendance Incentives (Metric 5A, 5B)	Have monthly attendance awards, trimester attendance awards and end of the year awards and incentives to promote improved attendance and engagement.	\$2,000.00	Yes
3.3	PBIS program and Incentives (Metric 5A, 6B, 6C)	Continue to implement the PBIS program with Tiger Tickets and provide incentives for positive behavior, including end of the year activity for students with no referrals or consequences for inappropriate behavior.	\$1,000.00	Yes
3.4	Student of the Month (Metric 6A, 6B, 6C)	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.	\$1,000.00	Yes
3.5	Parent Surveys (3A, 3B,3C)	Send bi-yearly surveys soliciting feedback from families. Surveys will be provided in Spanish for English learners. Questions will be included to help plan and improve programs for low income, English learners, and students with disabilities. We will disaggregate the data to improve programs and parental participation for underserved populations.	\$0.00	Yes
3.6	Parent Participation (3A, 3B, 3C)	Implement a site council that meets regularly and is well represented by parents of English learners, low income parents, and parents of students with disabilities. Implement a English Learner Advisory	\$0.00	

Action #	Title	Description	Total Funds	Contributing
		Committee to specifically help our school meet the needs of English Learners. Encourage parents to volunteer in the classroom and participate in the parent club.		
3.7	Bilingual Secretary/Translator (Metric 3B)	We have needed to hire a secretary who speaks Spanish in order to be able to communicate with many of our Hispanic families. The secretary also translates information verbally and in writing in order to better communicate with our ELD families.	\$20,000.00	Yes

Goal Analysis [2021-22]

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

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

These actions were all carried out in the 2021-2022 school year. We provided numerous family/school activities and events. We provided a monthly, trimester, and end of the year attendance incentive. We provided tiger tickets, a tiger ticket store, T-shirts, and water bottles for PBIS incentives. In addition, we provided T-shirts, and a luncheon for all students of the month. Surveys were sent home twice and the data was disaggregated. We also restarted the site council and parent club. There were no substantive differences in the planned actions and actual implementation of these actions. We had many successes. The students loved the incentives which was reflected in their enthusiasm. Students wore their T-shirts on Fridays which added to school spirit and pride. We were able to solicit a lot of feedback from families and the site council. We also had numerous school events with the help of the parent club. This added to connectedness to the school (95% of parents feel connected to the school). The biggest challenges were navigating the time to implement all of these incentives, the parent club, and site council. It was also time consuming to physically disaggregating surveys. We had to mail all of the surveys home because families generally don't respond well to computer surveys. However, even with these challenges we accomplished the actions in the way we intended.

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 some material differences between budgeted expenditures and estimated actual expenditures. The family engagement activities (Action 1) did not cost as much as the district anticipated. This was due to donations as well as an inaccurate estimation while writing the LCAP. Student attendance incentives (Action 2) and PBIS incentives (Action 3) also cost less than anticipated. The student of the month (Action 4) cost slightly more than expected. These differences were all based on a incorrect estimation while writing the LCAP.

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

These goals were effective for improving student engagement and student behavior. We also increased family communication, soliciting input from families, and family engagement. The progress can be measured through successful activities and the fact that 95% of parents feel connected to the school. Where we fell short was chronic absenteeism and the attendance rate. Attendance Rate decreased and the Chronic absenteeism increased. However, this was due to COVID 19 and the continual need for various student groups to quarantine. We plan to continue with these incentives and feel confident that our attendance rate and chronic absenteeism rate will improve.

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.

One of the changes we made was to these actions was to calculate more realistic costs than in 2020-2021. The amount of the actual expenditures were taken into consideration when changing the budgeted expenditures. In addition, we saw a need for a secretary who spoke Spanish in order to translate and communicate with parents. We have many families within our district that do not speak English. Providing a Spanish speaking secretary (Action 7) will help improve engagement for our Hispanic families.

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

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

Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)
\$113,268.00	\$8145.00

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
18.56%	0.00%	\$0.00	18.56%

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

Required Descriptions

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

Meridian Elementary faces a unique set of challenges because the school is extremely small with around 71 students in grades TK-8. Fifty nine percent of all students are low income. Fourteen percent of all students are Spanish speaking English Language Learners and seventeen percent are students with disabilities. In addition, because our school is so small, only 19 out of 71 students do not fall within ELD or low income groups. Of those 19, 26% have special needs. Currently, we have no foster or homeless students. Due to the small numbers of students, it makes more sense to offer programs for all students within the school while breaking down barriers of the unduplicated populations and making their needs a priority. This LCAP has taken many actions to meet the needs of unduplicated pupils first and then extended those services schoolwide to the few remaining students who are not unduplicated.

Currently the two biggest concerns for our unduplicated populations are low attendance rates (66.6% attendance rate with 27.79% chronically absent) and low CAASPP test scores (ELA: only 40% of students met or exceeded standard. Math: only 4% met or exceeded standards). Due to the small size of our school, our CAASPP test score data is not disaggregated. We disaggregated the benchmark assessment in I Ready and found that ELD students were 9% more likely to be at risk in reading and 21% more likely to be at risk in math than the school average. There were no gaps in benchmark performance for socioeconomically disadvantaged students and no gaps for unduplicated populations in the chronic absenteeism rate.

Many actions have taken place through 2021-2022 to improve student performance in the classroom and on summative tests. We provided paraeducators (1.1, 2.4) to give more one on one support to students, provide support for teachers, and provide small group and individual intervention. We provided an afterschool program (1.2) to help students with their homework. We provided instructional materials for electives (1.6) to improve student engagement in art, health, robotics and the outdoor program (1.11). We provided a counselor (1.5) and purchased SEL materials (1.6) to help improve students social emotional health which contributes to improved test scores and attendance. We provided fieldtrips (1.7) and Shady Creek (1.8) in order to improve student interest in science and social studies and provide students opportunities that many couldn't afford. We purchased benchmarks and intervention programs (2.1, 2.2, and 2.5) in order to improve test scores and provide intervention. We provided, AR reading incentives (2.6) in order to encourage students to read at home. We provided professional development (2.3, 2.7) in order to help teachers improve their ELD instruction, meet students social emotional needs, and improve test scores. Based on all of these actions, we hope and expect to see growth on our test scores for 2021-2022. We do see some growth for individual students through district benchmarks (62% typical yearly growth for Math, 75% typical yearly growth for ELD). However, there is still a gap for ELD students with 40% at risk for reading, while the school average is 31% at risk. ELD students are more likely to be at risk for Math with 53%, with the school average at 32%. Socioeconomically disadvantaged students reflect similar numbers for at risk students with 23% for reading, while the school average is 31%. The school average for at risk students in math is 32%, and socioeconomically disadvantaged students also are 32% at risk. The successfulness of these actions also can be measured through attendance in the afterschool program (we had 42% of students participate) and enthusiasm for electives, especially robotics. Students benefited from their teachers' professional development. Teachers noticed that students talked and reasoned better in math and benefitted socially and emotionally through SEL lessons and curriculum. Students enjoyed and looked forward to fieldtrips, Shady Creek, and outdoor education. We saw more excitement for the outdoors and improved interest in science.

In 2022-2023 we plan to continue with the same goals and the same actions, with the addition of an ELD coordinator (2.8), Instructional coach (2.9) and Bilingual secretary (3.7). The implementation for an ELD coordinator is necessary in order to help ELD students continue to progress toward reclassification. Our ELD efforts in 2021-2022 were successful in that we reclassified seven students and have 80% making progress toward reclassification. We expect to continue to show progress in improving test scores through these actions in 2022-2023. We should see this reflected in our benchmark data, ELPAC scores, and CAASPP scores. We should see the benefits of a bilingual secretary through better communication with ELD families and stronger engagement. We expect to continue to see student's enthusiasm for science and social studies when participating in field trips, Shady Creek, and outdoor education. We also expect to see improvement in test scores and attendance through the continuation of the school counselor and SEL lessons.

Many actions have taken place through 2021-2022 to improve students and family engagement, which should be reflected in the attendance rate. Sadly our attendance rate dropped to 66.6%. Like many schools in California, we were negatively impacted by quarantine for COVID 19 throughout the year. Our number of students who are chronically absent is 27.9%. There were not gaps for chronic absenteeism with our unduplicated populations. ELD students were 13% chronically absent and socioeconomically disadvantaged students were 24% chronically absent. We planned and executed many actions in 2021-2022 to help improve the attendance rate and chronic absenteeism rate for the whole school. We implemented a student council (1.10) to improve student engagement, we hosted numerous family events (3.1) to improve

student and family engagement, we provided an attendance incentive (3.2) to reward students for good attendance, and we provided PBIS Incentives (3.3) and Student of the Month (3.4) in order to improve student engagement. While our numbers do not reflect our efforts, we believe that with the slowing of COVID 19 and the continuation of these actions in 2022-2023 we will see a significant improvement in student engagement. We did observe student enthusiasms for incentives, student and family enthusiasm at family events which were well attended, and feelings of connecteness to the school with 95% of parents feeling connected.

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

Meridian Elementary is required to increase and improve services for unduplicated pupils by 18.56%. The actions identified with the prompt above will be completed in order to meet this proportionality percentage.

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

We will have an two paraprofessional who works with students in grades Tk-2nd (Goal 1, Action 1 and Goal 2, Actioin 4). This will provide additional support during reading and math in grades TK-2. The additional paraprofessionals will also provide support for struggling students in all grades who are either ELD or low income. The school counselor (Goal 1, Action 5) also provides priority support for ELD and low-income students.

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		3:73
Staff-to-student ratio of certificated staff providing direct services to students		4:73

2022-23 Total Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$133,735.45	\$70,000.00		\$23,187.46	\$226,922.91	\$195,014.91	\$31,908.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.1	Para Professional (Metric 2B)	English Learners Foster Youth Low Income	\$11,049.15	\$20,000.00			\$31,049.15
1	1.2	Afterschool Program (Metric 7B&C)	All		\$50,000.00			\$50,000.00
1	1.3	Instructional Materials (Metric 7A)	English Learners Foster Youth Low Income	\$1,000.00				\$1,000.00
1	1.4	Night Custodian (Metric 1C)	All	\$14,932.03				\$14,932.03
1	1.5	School Counselor (Metric 7 B&C)	English Learners Foster Youth Low Income	\$6,702.19				\$6,702.19
1	1.6	Outdoor Science Instructor (Metric 7a)	English Learners Foster Youth Low Income	\$5,000.00				\$5,000.00
1	1.7	Field Trips (Metrics 7A)	English Learners Foster Youth Low Income	\$2,000.00				\$2,000.00
1	1.8	Shady Creek Outdoor Science School (Metric 7B&C)	English Learners Foster Youth Low Income	\$4,500.00				\$4,500.00
1	1.9	Essential Standards Curriculum Alignment (Metric 2A)	English Learners Foster Youth Low Income	\$1,500.00				\$1,500.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.10	Student Council (Metric 7A)	English Learners Foster Youth Low Income	\$1,000.00				\$1,000.00
1	1.12	Standards Aligned Curriculum (Metric 1B)	All				\$8,688.00	\$8,688.00
2	2.1	Renaissance Program (Metric, 8)	English Learners Low Income	\$4,700.00				\$4,700.00
2	2.2	Greenfield Publishing (Lexia) (Metric, 8)	English Learners Low Income					\$0.00
2	2.3	Minimum Day Student Analysis and Staff Development (Metric 4A)	English Learners Foster Youth Low Income	\$5,000.00				\$5,000.00
2	2.4	Full Time Paraeducator (Metric 2B,4A,4E)	English Learners Low Income	\$33,832.08			\$14,499.46	\$48,331.54
2	2.5	Standards Aligned Assessments and intervention curriculum (Metric 4A)	English Learners Low Income	\$3,420.00				\$3,420.00
2	2.6	AR Reading Incentive Program (Metric 4A)	English Learners Low Income	\$100.00				\$100.00
2	2.7	Professional Development (Metric 2A)	English Learners Low Income	\$3,000.00				\$3,000.00
2	2.8	ELD Coordinator (Metric 7B)	English Learners	\$1,000.00				\$1,000.00
2	2.9	Instructional Coach (Metric 8)	English Learners Foster Youth Low Income	\$10,000.00				\$10,000.00
3	3.1	Family Events and Family Nights (Metric 3B)	English Learners Low Income	\$1,000.00				\$1,000.00
3	3.2	Attendance Incentives (Metric 5A, 5B)	English Learners Low Income	\$2,000.00				\$2,000.00
3	3.3	PBIS program and Incentives (Metric 5A, 6B, 6C)	English Learners Low Income	\$1,000.00				\$1,000.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
3	3.4	Student of the Month (Metric 6A, 6B, 6C)	English Learners Low Income	\$1,000.00				\$1,000.00
3	3.5	Parent Surveys (3A, 3B,3C)	English Learners Low Income					\$0.00
3	3.6	Parent Participation (3A, 3B, 3C)	English Learners Low Income					\$0.00
3	3.7	Bilingual Secretary/Translator (Metric 3B)	English Learners Low Income	\$20,000.00				\$20,000.00

2022-23 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
\$610,120.00	\$113,268.00	18.56%	0.00%	18.56%	\$118,803.42	0.00%	21.36 %	Total:	\$118,803.42
								LEA-wide Total:	\$0.00
								Limited Total:	\$0.00
								Schoolwide Total:	\$118,803.42

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.1	Para Professional (Metric 2B)	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	\$11,049.15	
1	1.3	Instructional Materials (Metric 7A)	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	\$1,000.00	
1	1.5	School Counselor (Metric 7 B&C)	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	\$6,702.19	
1	1.6	Outdoor Science Instructor (Metric 7a)	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	\$5,000.00	
1	1.7	Field Trips (Metrics 7A)	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	\$2,000.00	
1	1.8	Shady Creek Outdoor Science School (Metric 7B&C)	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	\$4,500.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.9	Essential Standards Curriculum Alignment (Metric 2A)	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	\$1,500.00	
1	1.10	Student Council (Metric 7A)	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	\$1,000.00	
2	2.1	Renaissance Program (Metric, 8)	Yes	Schoolwide	English Learners Low Income	All Schools	\$4,700.00	
2	2.2	Greenfield Publishing (Lexia) (Metric, 8)	Yes	Schoolwide	English Learners Low Income	All Schools		
2	2.3	Minimum Day Student Analysis and Staff Development (Metric 4A)	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	\$5,000.00	
2	2.4	Full Time Paraeducator (Metric 2B,4A,4E)	Yes	Schoolwide	English Learners Low Income	All Schools	\$33,832.08	
2	2.5	Standards Aligned Assessments and intervention curriculum (Metric 4A)	Yes	Schoolwide	English Learners Low Income	All Schools	\$3,420.00	
2	2.6	AR Reading Incentive Program (Metric 4A)	Yes	Schoolwide	English Learners Low Income	All Schools	\$100.00	
2	2.7	Professional Development (Metric 2A)	Yes	Schoolwide	English Learners Low Income	All Schools	\$3,000.00	
2	2.8	ELD Coordinator (Metric 7B)	Yes	Schoolwide	English Learners		\$1,000.00	
2	2.9	Instructional Coach (Metric 8)	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	\$10,000.00	
3	3.1	Family Events and Family Nights (Metric 3B)	Yes	Schoolwide	English Learners Low Income	All Schools	\$1,000.00	
3	3.2	Attendance Incentives (Metric 5A, 5B)	Yes	Schoolwide	English Learners Low Income		\$2,000.00	
3	3.3	PBIS program and Incentives (Metric 5A, 6B, 6C)	Yes	Schoolwide	English Learners Low Income	All Schools	\$1,000.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
3	3.4	Student of the Month (Metric 6A, 6B, 6C)	Yes	Schoolwide	English Learners Low Income	All Schools	\$1,000.00	
3	3.5	Parent Surveys (3A, 3B,3C)	Yes	Schoolwide	English Learners Low Income			.
3	3.6	Parent Participation (3A, 3B, 3C)			English Learners Low Income			
3	3.7	Bilingual Secretary/Translator (Metric 3B)	Yes	Schoolwide	English Learners Low Income	All Schools	\$20,000.00	

2021-22 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$205,902.00	\$168,079.13

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	Paraeducators (Metric 2B)	Yes	\$41,800.00	\$42,701.05
1	1.2	Afterschool Intervention Program (Metric 7B&C)	Yes	\$5,500.00	\$5623.48
1	1.3	Instructional Materials for Electives (Metric 7A)	Yes	\$5,000.00	\$782.41
1	1.4	Night Custodian (Metric 1C)	No	\$20,000.00	\$13,330.78
1	1.5	School Counselor (Metric 7 B&C)		\$12,936.00	\$2177.16
1	1.6	Instructional Materials to mitigate Learning loss and provide social emotional support (Metric 1B)	Yes	\$3,000.00	\$1007.11
1	1.7	Field Trips (Metrics 7A)	Yes	\$4,184.00	\$1696.00
1	1.8	Shady Creek Outdoor Science School (Metric 7B&C)	Yes	\$3,500.00	\$2608.45
1	1.9	Essential Standards Curriculum Alignment (Metric 2A)	Yes	\$2,000.00	\$0
1	1.10	Student Council (Metric 7A)	Yes	\$3,000.00	\$0

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.11	Outdoor Science Instructor (Metric 7A)	Yes	\$5,000.00	\$5,000.00
1	1.12	Standards Aligned Curriculum (Metric 1B)		\$8,688.00	\$7787.55
2	2.1	Renaissance Program (Metric, 8)	Yes	\$4,700.00	\$4694.00
2	2.2	Greenfield Publishing (Lexia) (Metric, 8)	Yes	\$3,300.00	\$3300.00
2	2.3	Minimum Day Student Analysis and Staff Development (Metric 4A)	Yes	\$5,000.00	\$8504.91
2	2.4	Full Time Paraeducator (Metric 2B,4A,4E)	Yes	\$30,245.00	\$32,651.96
2	2.5	Standards Aligned Assessments (Metric 4A)	Yes	\$2,400.00	\$2364.00
2	2.6	AR Reading Incentive Program (Metric 4A)	Yes	\$1,000.00	\$217.15
2	2.7	Professional Development (Metric 2A)	Yes	\$5,149.00	\$2814.37
2	2.8	ELD/Intervention Specialist (Metric 4A, 4B)	Yes	\$26,000.00	\$26,000.00
3	3.1	Family Events and Family Nights (Metric 3B)	Yes	\$4,000.00	\$314.11
3	3.2	Attendance Incentives (Metric 5A, 5B)	Yes	\$6,000.00	\$2341.05
3	3.3	PBIS program and Incentives (Metric 5A, 6B, 6C)	Yes	\$3,000.00	\$1454.11

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
3	3.4	Student of the Month (Metric 6A, 6B, 6C)	Yes	\$500.00	\$709.48
3	3.5	Parent Surveys (3A, 3B,3C)	No Yes	\$0.00	\$0
3	3.6	Parent Participation (3A, 3B, 3C)	No Yes	\$0.00	\$0

2021-22 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
\$129,120.00	\$138,278.00	\$144,838.53	(\$6,560.53)	0.00%	0.00%	0.00%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1	Paraeducators (Metric 2B)	Yes	\$41,800.00	\$42,701.05		
1	1.2	Afterschool Intervention Program (Metric 7B&C)	Yes	\$5,500.00	\$5,623.48		
1	1.3	Instructional Materials for Electives (Metric 7A)	Yes	\$5,000.00	\$782.41		
1	1.6	Instructional Materials to mitigate Learning loss and provide social emotional support (Metric 1B)	Yes	\$3,000.00	\$1,007.11		
1	1.7	Field Trips (Metrics 7A)	Yes	\$4,184.00	\$1,695.00		
1	1.8	Shady Creek Outdoor Science School (Metric 7B&C)	Yes	\$3,500.00	\$2,608.45		
1	1.9	Essential Standards Curriculum Alignment (Metric 2A)	Yes	\$2,000.00	\$0.00		
1	1.10	Student Council (Metric 7A)	Yes	\$3,000.00	\$0.00		
1	1.11	Outdoor Science Instructor (Metric 7A)	Yes	\$5,000.00	\$5,000.00		
2	2.1	Renaissance Program (Metric, 8)	Yes	\$4,700.00	\$4,694.00		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
2	2.2	Greenfield Publishing (Lexia) (Metric, 8)	Yes	\$3,300.00	\$3,300.00		
2	2.3	Minimum Day Student Analysis and Staff Development (Metric 4A)	Yes	\$5,000.00	\$8,504.91		
2	2.4	Full Time Paraeducator (Metric 2B,4A,4E)	Yes	\$30,245.00	\$32,651.96		
2	2.5	Standards Aligned Assessments (Metric 4A)	Yes	\$2,400.00	\$2,364.00		
2	2.6	AR Reading Incentive Program (Metric 4A)	Yes	\$1,000.00	\$273.00		
2	2.7	Professional Development (Metric 2A)	Yes	\$5,149.00	\$2,814.37		
2	2.8	ELD/Intervention Specialist (Metric 4A, 4B)	Yes	\$0.00	\$26,000.00		
3	3.1	Family Events and Family Nights (Metric 3B)	Yes	\$4,000.00	\$314.11		
3	3.2	Attendance Incentives (Metric 5A, 5B)	Yes	\$6,000.00	\$2,341.05		
3	3.3	PBIS program and Incentives (Metric 5A, 6B, 6C)	Yes	\$3,000.00	\$1,454.15		
3	3.4	Student of the Month (Metric 6A, 6B, 6C)	Yes	\$500.00	\$709.48		
3	3.5	Parent Surveys (3A, 3B,3C)	Yes	\$0.00	\$0.00		
3	3.6	Parent Participation (3A, 3B, 3C)	Yes	\$0.00	\$0.00		

2021-22 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
\$542,559.00	\$129,120.00	0.00%	23.80%	\$144,838.53	0.00%	26.70%	\$0.00	0.00%

Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

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

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

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

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

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

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

Engaging Educational Partners

Purpose

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

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

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

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

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

Requirements and Instructions

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

Local Control and Accountability Plan:

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

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

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

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Focus Goal(s)

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

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

Broad Goal

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

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

Maintenance of Progress Goal

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

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

Required Goals

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

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

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

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

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

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

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

Measuring and Reporting Results:

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

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

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

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

Complete the table as follows:

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

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

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023–24)
Enter information in this box when completing the LCAP for 2021–22 .	Enter information in this box when completing the LCAP for 2021–22 .	Enter information in this box when completing the LCAP for 2022–23 . Leave blank until then.	Enter information in this box when completing the LCAP for 2023–24 . Leave blank until then.	Enter information in this box when completing the LCAP for 2024–25 . Leave blank until then.	Enter information in this box when completing the LCAP for 2021–22 or when adding a new metric.

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

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

Purpose

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

Requirements and Instructions

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

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

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

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

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

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

Required Descriptions:

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

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

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

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

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

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

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

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

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

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

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

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

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

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

Actions Provided on a Schoolwide Basis:

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

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

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

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

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

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

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

Action Tables

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

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

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

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

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

Data Entry Table

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

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

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

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

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

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

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

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

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

LCFF Carryover Table

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

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

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

California Department of Education
January 2022