



## LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Menlo Park City Elementary School District

CDS Code: 41689650000000

School Year: 2022-23

LEA contact information:

Erik Burmeister

Superintendent

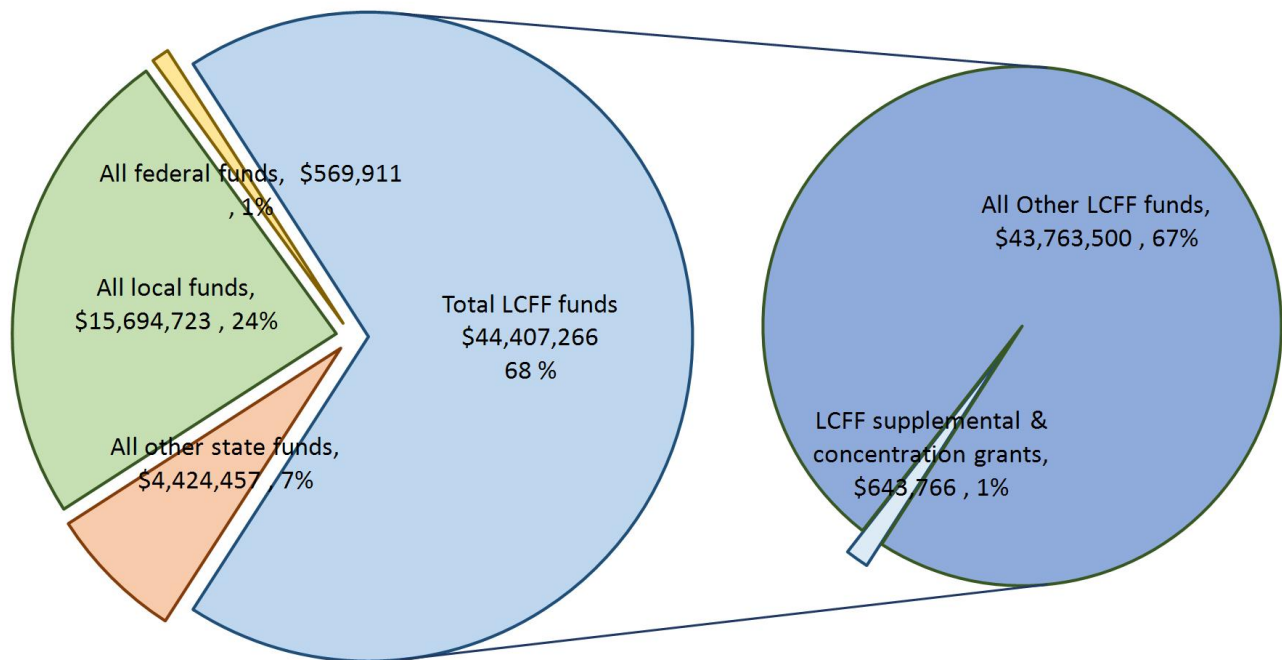
[eburmeister@mpcsd.org](mailto:eburmeister@mpcsd.org)

(650) 321-7140

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

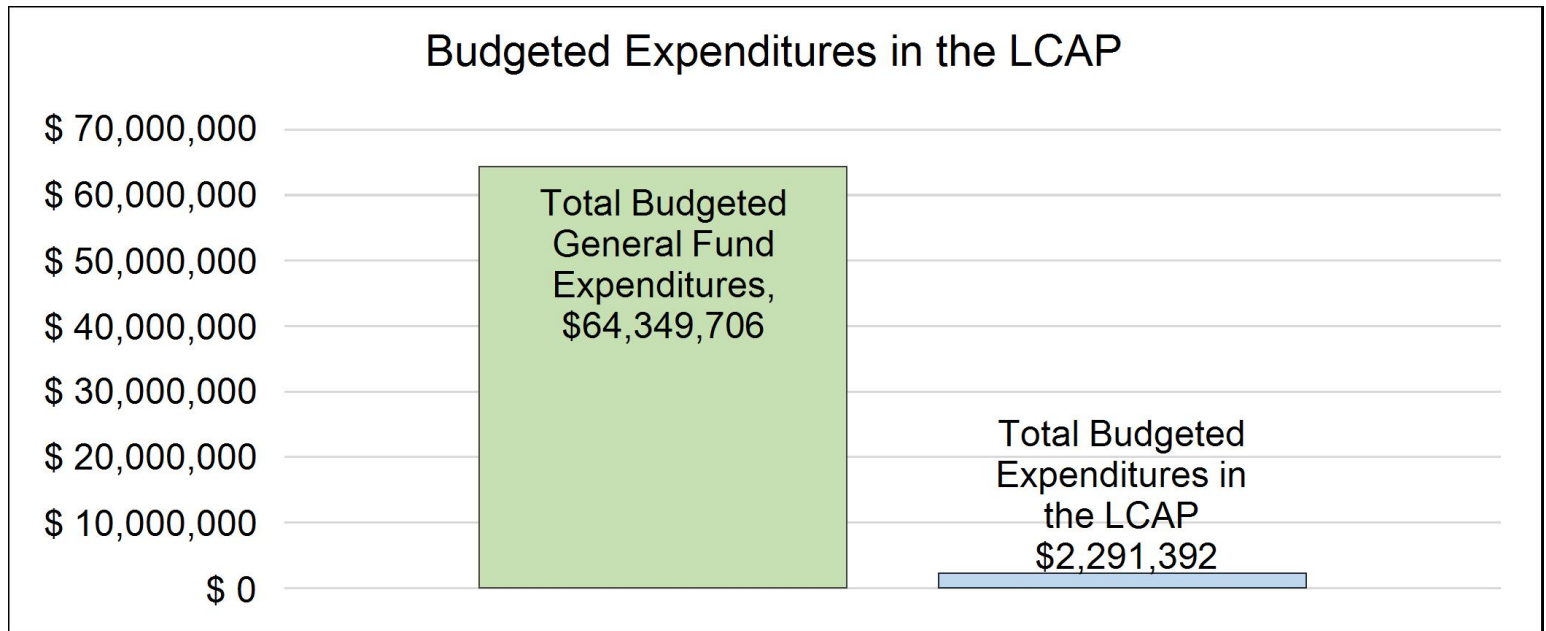


This chart shows the total general purpose revenue Menlo Park City Elementary School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Menlo Park City Elementary School District is \$65,096,357, of which \$44,407,266 is Local Control Funding Formula (LCFF), \$4,424,457 is other state funds, \$15,694,723 is local funds, and \$569,911 is federal funds. Of the \$44,407,266 in LCFF Funds, \$643,766 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 Menlo Park City 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: Menlo Park City Elementary School District plans to spend \$64,349,706 for the 2022-23 school year. Of that amount, \$2,291,392 is tied to actions/services in the LCAP and \$61,241,425 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

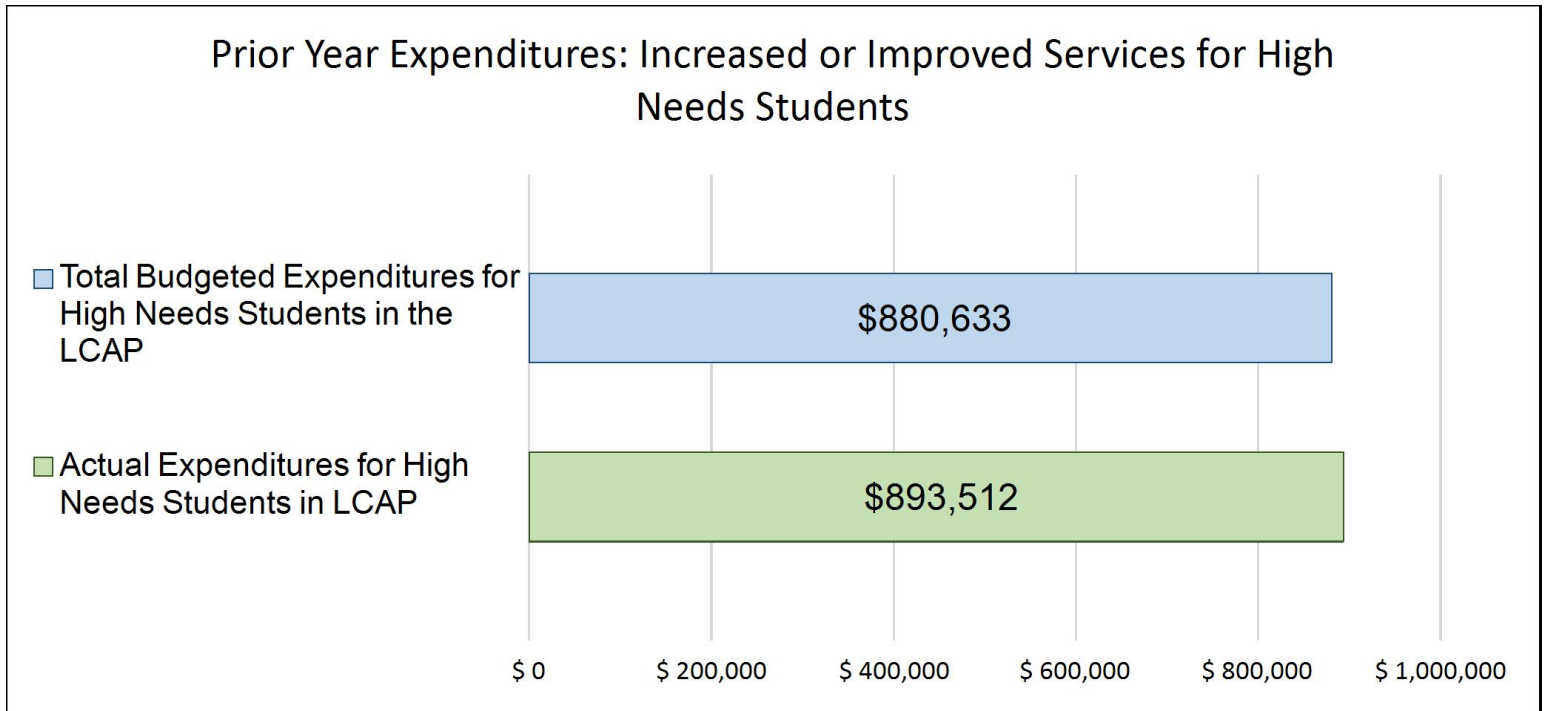
The General Fund Budget Expenditures for the school year not included in the LCAP includes the following: District Office, Administration, Site Expenditures, M.O.T (maintenance, operations, transportation), ongoing Technology, non-instructional expenses, and staff salaries/benefits.

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

In 2022-23, Menlo Park City Elementary School District is projecting it will receive \$643,766 based on the enrollment of foster youth, English learner, and low-income students. Menlo Park City Elementary School District must describe how it intends to increase or improve services for high needs students in the LCAP. Menlo Park City Elementary School District plans to spend \$816,392 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 Menlo Park City 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 Menlo Park City 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, Menlo Park City Elementary School District's LCAP budgeted \$880,633 for planned actions to increase or improve services for high needs students. Menlo Park City Elementary School District actually spent \$893,512 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
Menlo Park City Elementary School District	Erik Burmeister Superintendent	eburmeister@mpcsd.org 650-321-7140

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).

All funds provided through the Budget Act of 2021 were included in the 2021-22 Local Control and Accountability Plan (LCAP) except the following:

### Approved Plans-

2021 Expanded Learning Opportunities Grant Plan (board approved April 15, 2021) located on the District website ELOGP

2021-22 Menlo Park City School District's Educator Effectiveness Block Grant Program Plan (board approved December 9, 2021) located on the District website EEBG

Each of the spending plans was communicated and or approved by the board as required including documentation of the educational partners' (stakeholder) engagement in the process.

The LCAP & Equity Team reviewed all of the plans that were not included in the LCAP through regularly held meetings.

#### Plans Inprogress-

Expanded Learning Opportunities Program Plan: District staff plans to utilize and leverage the LCAP & Equity Team to engage educational partners for input in developing a comprehensive plan. A plan will be brought to the board at a public hearing in May 2022 for input followed by a public board meeting in June 2022 for approval.

Universal Prekindergarten Planning and Implementation Grant Program Plan: District staff intended to form a UTK planning committee to engage educational partners for input in developing a detailed plan for a possible program, pending board direction.

Each of the spending plans supports the following LCAP goals:

LCAP Goal #2 Broad Goal: Over a three-year period of time, MPCSD staff will focus greater attention on individual learning and support needs of each child, using diagnostic and formative tools to address specific learning targets in reading, writing, mathematics, with the desired effect of increasing the percentage of students performing at or above grade level by nine (9) percentage points in each cohort and each subgroup\* of the cohort over the three-year period of time as measured by the Smarter Balanced Assessment. (An average of 3% growth each year, over three years.) Additionally, the overall percent of MPCSD's student population scoring at the "Standards Exceeded" performance band on the Smarter Balanced Assessment will increase in ELA and Math by 2% each year.

\* - SWD, SED, ELL, Homeless, Foster Youth, first-generation college students, race/ethnicity (H/AA/PI), and gender identity status

LCAP Goal #3 Broad Goal: Over a three-year period of time, bring to zero the number of "long-term" English Language Learners who have been in MPCSD since Kindergarten and/or at least 5 years as measured by annual ELPAC data and formative assessments in order to qualify for reclassification.

Reclassify all English Language Learners by their 6th concurrent year in MPCSD.

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.

MPCSD does not receive the concentration grant or the concentration grant add-on.

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.

To understand the concerns of and gather feedback from our staff and families, MPCSD collected periodic online surveys, held monthly virtual meetings with the Board of Trustees, and set up an email called [info@mpcsd.org](mailto:info@mpcsd.org) for members of the community to send in additional questions or concerns. Also, MPCSD developed a dashboard where families can find the most up-to-date information on how to navigate school during a pandemic. MPCSD will continue to gather input from our educational partners for the rest of the 2021-22 academic year.

Since March of 2020, MPCSD formed a COVID response team composed of classified and certificated staff, site and District administration, parents, community members, and School Board Members. This team meets to advise the Superintendent, provide direction to parents and staff, and offer its recommendations to the Board based on thorough consideration of the most updated public health and education information. The committee met weekly since the beginning of the pandemic. At the end of last year, the team adjusted the schedule to meet monthly, currently ongoing.

In addition, MPCSD utilized standing committees to engage our educational partners in the 2020-21 & 2021-22 school years.

LCAP & Equity Team: This team includes all educational partners as well as one board member.

District English Learner Advisory Committee (DELAC): The DELAC serves as the District English Language Advisory Committee (ELPAC)

Finance and Audit Committee: This committee serves as a board committee with district staff, members of the board, and parents.

NOTE: Menlo Park City School District did not qualify for Title 1 funds last year. Any funding such as ESSER 1,2, or 3 were only distributed to districts that received Title 1 funding. MPCSD received none of the ESSER funds as a result.

Coronavirus Aid, Relief, and Economic Security Act (CARES Act)- Menlo Park City School District engaged the educational partners through ongoing board meetings in the 2020-21 school year to determine how to best utilize the CARES Act funds. MPCSD received a total amount of \$862,440.00. This amount was directed towards the purchase of air purifiers, providing child care for families in need, and some salaries for the following positions: yard duty, instructional aides, and virtual academy staff.

Each of the spending plans supports the following LCAP goals:

LCAP Goal #1 Broad Goal: Over a three-year period of time, MPCSD staff will implement plans to increase knowledge and understanding of the experiences of a diverse student body and provide support for teachers, staff, and students to understand how their own unconscious biases lead to behaviors, habits, values, and practices that allow inequities to exist. As a result, staff will develop a culturally responsive learning environment in order for all students to learn at a high level and stay engaged as measured by a staff self-reflective Panorama survey.

\*- SWD, SED, ELL, first-generation college students, race/ethnicity (H/AA/PI), and gender identity status

LCAP Goal #2 Broad Goal: Over a three-year period of time, MPCSD staff will focus greater attention on the individual learning and support needs of each child, using diagnostic and formative tools to address specific learning targets in reading, writing, mathematics, with the desired

effect of increasing the percentage of students performing at or above grade level by nine (9) percentage points in each cohort and each subgroup\* of the cohort over the three-year period of status of time as measured by the Smarter Balanced Assessment. (An average of 3% growth each year, over three years.) Additionally, the overall percent of MPCSD's student population scoring at the "Standards Exceeded" performance band on the Smarter Balanced Assessment will increase in ELA and Math by 2% each year.

\* - SWD, SED, ELL, Homeless, Foster Youth, first-generation college students, race/ethnicity (H/AA/PI), and gender identity.

LCAP Goal #3 Broad Goal: Over a three-year period of time, bring to zero the number of "long-term" English Language Learners who have been in MPCSD since Kindergarten and/or at least 5 years as measured by annual ELPAC data and formative assessments in order to qualify for reclassification.

Reclassify all English Language Learners by their 6th concurrent year in MPCSD.

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.

MPCSD does not receive any ESSER III funding.

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.

MPCSD does not receive any ESSER III funding.

## **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](mailto: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
Menlo Park City Elementary School District	Erik Burmeister Superintendent	eburmeister@mpcsd.org (650) 321-7140

## 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.

Menlo Park City School District is a high-achieving, high-quality school district that serves a diverse population of families living in parts of Menlo Park, Atherton, East Palo Alto, and unincorporated San Mateo County. A medium-sized K-8 school district of 2,700 students, MPCSD boasts four award-winning schools on five different campuses--three elementary schools serving students in grades K-5 (Encinal, Laurel, Oak Knoll) and one middle school serving students in grades 6-8 (Hillview). MPCSD graduates join graduates from two other neighboring K-8 districts--Las Lomitas and Ravenswood--in matriculating to Menlo-Atherton High School in the Sequoia Union High School District. 51.4% of our students are white, 18.0% are Hispanic or Latino, 11.4% are multiracial, 15.8% are Asian and 3.4% belong to other ethnic groups. 5.6% of our students are English Learners, 13.5% qualify for Free and Reduced Lunch and 7.9% receive Special Education support. In 2018-2019, MPCSD opened its doors to its first Early Learning Center (ELC) for students ages 2.9-5 years old. The intent behind opening the ELC is to provide more access, reserving 25% of the program to our underrepresented families, to participate in a high-quality preschool program.

As a "community funded" school district, about 86% of MPCSD revenues come from the local taxpayers rather than the State of California (LCFF). Total revenue for the fiscal year 2021-22 is \$64 Million of which 61% is from property tax revenues, 14% is funded with parcel tax revenue, 6% is gifted to the district by the outstanding efforts of the Menlo Park Atherton Education Foundation and 5% from other local generous donors. About 14% is generated from Federal, State - LCFF minimum guarantee and other sources. The district received from the federal government about \$1.1 M in CARES ACT - CoronaVirus Relief Fund due to the Covid-19 pandemic to mitigate learning loss and re-opening of school. MPCSD was the first school district to re-open in the Bay Area in September 2020.

Menlo Park City School District continues to be a model of educational innovation, effective resource allocation, engaging student learning, and high-leverage instructional practices all in a supportive environment that places student wellness front and center. Between 2018-2020, MPCSD's leadership team refocused the district's strategic directions that led to the design of a Whole Child Learning and Development Framework that centers its focus on three elements of learning: Meaningful Work, Competency, and Evidence-based, and Learner-Centered. The three elements are built on the foundational elements of Integrated Well-being and Healthy and Collaborative Relationships. These priorities guide our decision-making and represent our strategic directions that will focus our work. The Whole Child Learning and Development Framework aligns with our mission, vision, and core values.

For the 2021-2024 Local Control Accountability Plan, our goals have been designed to be broad goals. A broad goal is relatively less concentrated in scope it includes a description of what the district plans to achieve through the actions included in the goal. The description is 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. The goal description is specific enough to be measurable in either quantitative or qualitative terms.

As a part of the development of the 2021-24 LCAP, we collected ongoing feedback from our educational partners through surveys and governance meetings. An opportunity for feedback and input was made available to the following partners: LCAP+Equity Team, District English Language Advisory Committee (DELAC), Parent Cafe members (SED parents), Certificated and Classified Union members, and district leadership team members. All six of MPCSD's goals will carry through all three years of the plan, 2021-2024. We will progress monitor our goals each year using a variety of metrics to assess progress.

## Reflections: Successes

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

Customarily MPCSD reports summative student assessment performance to the Board each fall using the Smarter Balanced Summative Assessments that are part of the California Assessment of Student Performance and Progress (CAASPP) system. Due to the onset of the pandemic in the spring of the 2019-2020 school year and the move into distance learning statewide in California, the 2020 Smarter Balanced Summative Assessment was suspended.

As the pandemic continued to impact California school districts during the 2020-2021 school year, the California Department of Education (CDE) provided assessment flexibility for school districts to be able to determine if administering the statewide summative assessment

(Smarter Balanced) was a viable option, and where it was not the most viable option, districts were able to report results from local assessments that met the criteria established by the State Board of Education.

Because the shortened version of the Smarter Balanced Summative Assessments would be only able to report out overall proficiency levels for ELA and Math without more specific claim level proficiency (e.g., subcategories of ELA and Math such as “Reading,” “Concepts & Procedures,”), MPCSD’s assessment flexibility plan prioritized gathering summative and diagnostic data available through the local benchmark assessments. These assessments would be able to provide immediate diagnostic, standards-based information that staff could use to reflect and evaluate pandemic instruction and learning, identify student needs and begin planning and preparing in order to target instruction for summer programs and 2021-2022 school year learning. Due to the fact that MPCSD administered local benchmark assessments, K-8 results will reflect the benchmark assessment performance achievement results rather than the typical 3rd-8th grade CAASPP data.

In 2021, 2,143 students were tested using our local benchmark assessments for English Language Arts (ELA) and Mathematics at MPCSD. The districtwide performance maintained a high level with 84% of students meeting or exceeding standards in ELA and 69% of students meeting standards in Math\*\*. Specifically, 67% of students are at the Standard Exceeded level in ELA, which is an increase of 0% percentage points compared to 2020’s results. \*\*Local benchmark assessments for Math do not have a Standard Exceeded level.

In 2021, again, there was no state testing due to the pandemic. Our district has a history of utilizing data to inform instruction, and with the absence of state test results, we depended heavily on our local benchmarks to monitor student progress and inform instruction.

Below are specific highlights that our underrepresented students have made over the past 4 years, 2017-2021:

Over a 4 year period, Ever EL students increased by 9% in ELA and our EL students increased by 12% in ELA

Over a 4 year period, Ever EL students increased by 7% in Math and our EL students increased by 14% in Math

Students with Disabilities had a dramatic increase of 26% in ELA over a 4 year period.

Students with Disabilities had a dramatic increase of 17% in Math over a 4 year period.

Students from families of low income significantly increased in ELA by 17% over a 4 year period

AA students increased 13% in ELA over a 4 year period

Additional successes we have had on how our past actions increased or improved services for underrepresented students:

\*Additional English Language Specialists hired to serve at two of our elementary schools with a significant increase of EL students in the past several years.

\*MPCSD has increased the number of students who have reclassified to English proficient to 40 students.

\*Site-based Instructional Coaches have partnered with the ELD Coordinator to ensure that all coaching and instructional learning includes integrated ELD. There has been a direct impact on teaching especially during this pandemic school year.

\*The partnership between the Elementary Staff and Middle School Staff with our Family Engagement Coordinator to organize articulation meetings for under-represented students (ELL, Low-Income) matriculating from 5th to 6th, has been so invaluable. This helps our middle school staff understand the unique needs of our students that will be joining them from our elementary sites.

We attribute the success in moving towards meeting our goals to our collaboration with key educational partners. As a district, we are focused on the work of continuous improvements by utilizing local data to inform decisions that impact actions and services for unduplicated students and engaging our families. During the school year, we have three days dedicated for teachers to sit down with grade-level team members as a professional learning community to analyze data, determine programs, and services. This is then shared broadly within the multi-tiered systems of support. The key is clear communication amongst parents, teachers, and specialists on what the student needs. MPCSD plans to maintain this proven approach in our collaboration and communication efforts in meeting our goals. The Local Control Accountability Plan isn't just a plan that sits on a shelf, it is a living document that is intentionally aligned with all of our schools' Single Plan for Student Achievement (SPSA). MPCSD is aligned with our efforts in making sure that we are raising all boats.

## 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.

Based on reviewing the most recent available data, the results of the 2019 Smarter Balanced Summative Assessments suggest that as a traditionally high-performing district, MPCSD continues to show promising results in both ELA and Mathematics. The overall improvement at the district level was driven by the success each school has achieved in the last year. In the next year, there continues to be a focus on increasing achievement in both ELA and Math for underrepresented student groups, specifically Hispanic, African American, Pacific Islander, and English learners with disabilities by formalizing and strengthening the district Multi-Tiered System of Support (MTSS)\* and continuing to apply the continuous improvement science process.

Our district continues to be identified for two levels of monitoring, target (discipline) and intensive (Specific Learning Disability) in the areas of discipline and specific learning disability for Latino Hispanic students. We will offer Professional Development opportunities and training on MPCSD MTSS Framework and General Education interventions and supports to address the disproportionalities. Additionally, our Student Services Executive Director has developed a plan with extensive input from stakeholder groups to address the disproportionalities. Due to the plan implemented by MPCSD's Student Services Executive Director, our English Language Learner referral numbers have decreased significantly to 1 student this year, compared to 4 students last year.

Below are specific areas highlighted in the California Dashboard that we will continue to monitor as our identified needs until new dashboard data becomes available as it is currently unavailable:

Chronic Absenteeism - all students (green): Students with disabilities (orange)

Suspension Rates - all students (blue): English Learners, Pacific Islanders, Students with Disabilities (orange); Hispanic (yellow)

ELA Achievement - all students (blue): Socioeconomically Disadvantaged Students, Students with Disabilities (yellow)

Mathematics Achievement - all students (blue): Socioeconomically Disadvantaged Students (orange); Students with Disabilities (yellow)

Based on a review of local data, all of our local indicators were met.



## LCAP Highlights

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

In the Spring of the 2018-19 school year, Superintendent Burmeister was joined by site principals and cabinet members to evaluate progress on the 48 Strategic Directions adopted by the Board in 2016. The timing of this reevaluation was on par with the development of the 2020-2024 LCAP, as it is a priority for MPCSD to have alignment between the LCAP and our strategic directions. Upon reflection, progress was organized into four categories: directions that have been accomplished, directions that are operational and ongoing, directions that are not as high-priority, and directions that remain a high priority. At the June 11, 2019 Board meeting, Superintendent Burmeister recommended further alignment of all of the District's policy and vision documents, beginning with the Strategic Directions. While each document provides meaningful insight into the priorities of the Board, staff, and community, their number and length may lead to diminishing returns. Superintendent Burmeister suggested the integration of two important documents: the Strategic Directions and the district's 5 Innovation Elements. The 5 Innovation Elements were devised by staff as a means to draw attention to teaching and learning and wellness directives within the Strategic Directions 2016-2022 document. The district stands to gain greater traction and clarity by joining the two documents together into one more succinct policy and vision document approved by the Board. District Leadership Team members participated in the alignment of the Strategic Directions with the 5 Innovation Elements with a focus on what directions are most impactful to the student experience.

The remaining and prioritized Strategic Directions of the Menlo Park City School District from 2019-2022 are organized around MPCSD's Whole Child Learning and Development Framework. This framework has also served as an anchor in the development of our current LCAP goals. The Framework highlights the Board and staff's commitment to elevating the educational practices that reflect our community's expectations and values, as well as our District's commitment to designing classrooms that meet the diverse needs and strengths of all learners and prepares them for the world into which they will graduate. The Framework includes three fundamental foci around teaching and learning mindsets and efforts that drive the directions we intend to pursue. The Framework also includes two foci that illustrate the District's commitment to the conditions necessary for all students to achieve success. The Framework illustrates MPCSD's belief that student and adult well-being, relationships, and collaboration are essential to the success of our academic and cognitive efforts. The purposeful choice to include adult well-being, relationships, and collaboration along with the same for students, highlights the Board's commitment to healthy adult relationships and behaviors being a necessary foundation for healthy student relationships and behaviors. The key features of this year's LCAP center around goals that were developed based on the Whole Child Learning and Development Framework.

Our success in achieving the LCAP goals will be measured using the aforementioned anchor metric: "Every child engaged, achieving, and thriving." As a result, the degree to which each individual, site, and the district as a whole is achieving the desired results will be measured using the following expectations: all students engaged in and having ownership of their learning; all students achieving grade-level or above in reading, writing, and numeracy; and, all students mentally, physically, and emotionally healthy. These are lofty expectations, ones that we must continually strive to achieve.



## 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.

The Every Student Succeeds Act (ESSA) requires state educational agencies to determine school eligibility for comprehensive support and improvement (CSI). Local educational agencies (LEAs) with schools that meet the criteria for CSI must partner with stakeholders to locally develop and implement a plan to improve student outcomes. Menlo Park City School District schools were not identified for comprehensive support and improvement under the Every Student Success Act.

### ***Support for Identified Schools***

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

Menlo Park City School District schools were not identified for comprehensive support and improvement under the Every Student Success Act.

### ***Monitoring and Evaluating Effectiveness***

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

Menlo Park City School District schools were not identified for comprehensive support and improvement under the Every Student Success Act.

# Engaging Educational Partners

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

In the Menlo Park City School District, we are proud of the partnership that we have with all of our stakeholders. We understand the importance of developing an LCAP that reflects decisions made through meaningful stakeholder engagement. For the purpose of a continuous improvement science approach to MPCSD's three-year LCAP, we began our process by reflecting on the work that we did and the growth our students made over the course of 2021-22. Through our reflections and lens of prioritizing our underrepresented students, we were able to identify the strengths and opportunities to help inform our LCAP. During this first year of implementation, we communicated with all stakeholder groups that Equity, the district's strategic directions, and MPCSD'S Whole Child Learning and Development Framework will be the lenses through which we will use to guide our decision-making to ensure that we raise all boats.

## 2021-22 Stakeholder Engagement Overview

MPCSD focused its stakeholder engagements this year on a variety of engagement opportunities:

LCAP and Equity Advisory Team (includes mandatory parent, teacher, and association representation)

District School Site Council (including students at the middle school level)

DELAC and Parent Outreach

Feedback Analytics Team and Feedback February

LCAP Survey to association membership

District Board Meetings

Consultation with Special Education Local Area Plan Area (SELPA)

Parent Education Series

## LCAP and Equity Advisory Team

MPCSD's LCAP and Equity Team served the role of the LCAP Advisory Team for MPCSD and provided invaluable insight, direction, and advisement to the Ed Services team in the development of the district's LCAP. The LCAP and Equity Advisory Team includes all mandatory parent, teacher, and association representation. During the LCAP meetings, district staff consulted the advisory committee as a part of the planning process for this LCAP/annual review and sought feedback for the NEW LCAP.

October 14th, 2021: This is the first meeting where we discussed the purpose of the LCAP, the roles of team members, and

November 4th, 2021: At this meeting, team members were provided an update on goals, the progress of implementation, and developed questions for our empathy interview with Social Economically Disadvantaged families.

January 6th, 2022: At this meeting, the team reviewed 2021 Local Benchmark data in-depth and provided feedback on actions and services.

February 3rd, 2022: At this meeting, team members were given time to provide input on the new LCAP goals, as well as receive a mid-year update.

May 5th, 2022: At this meeting, members of the LCAP+Equity committee provided feedback on the final LCAP draft.

June 2nd, 2022: LCAP Public Hearing

June 9th, 2022: LCAP Approval

### District School Site Councils

MPCSD School Site Councils (SSC) are highly trained, engaged, and effective mechanisms for stakeholder engagement and leadership. All district SSCs include parents, administrators, teachers, and classified employees. At the middle school, our SSC also includes students. Our Single Plan for Student Achievement (SPSA) is required to align directly with the 6 LCAP goals. Sites are allowed three additional site-specific goals should they desire. SSC provides input to the school principals and SSC presidents that are then shared with the Ed Services team for inclusion in the LCAP planning process. Each Site Council meets at least once per month. Ed Services provides a Site Council Training and input session prior to each academic year. The training/input session was conducted on April 28, 2022, for the new site council members

### DELAC

MPCSD has increased the visibility and impact of the district's DELAC committee as a result of our bold LCAP Goal #3, our commitment to our English Learners and their families, and our dissatisfaction with the past assessment performance of our EL students. As a result, we continue to provide parents of our multilingual children the opportunity to engage in input and to participate in increased parent education around the language needs of their children. The past year, families attended DELAC meetings and social community-building events were held as follows:

#### 2021-22

Due to the pandemic, there was a noticeable decrease in our parent involvement.

September 21, 2021: 32 Participants (parents and students)-This was an introductory meeting where parents learned about the roles and responsibilities of DELAC, LCAP, supporting school success and EL Parent Notification Letter.

January 8, 2022: 26 Participants (parents and students)-Review written notifications (parent notification of continued EL status, parent notification of ELPAC testing).

March 15, 2022: 22 Participants (parents and students)-LCAP/CCESIS input session with parents and CAASPP update.

May 10, 2022: 22 Participants (parents and students)-Courageous conversations--how to talk to kids about race and racism.

May 12, 2022: xx Families (parents and students)-Biliteracy Achievement Awards (Reclassification) Ceremony via ZOOM- this ceremony will include all reclassified students as well as our students who have completed the Spanish Immersion elementary/middle school programs. Each student's achievement for the accomplishments of learning English or Spanish will be recognized.

At most DELAC and outreach meetings, parents were provided with translated material and information on how to access valuable resources in their target language online or in print. The increased effort and energy to engage our parents has resulted in expanded representation at all DELAC meetings, our Parents Ed Series, Open House, school events, and at our Bi-literacy Achievement Award (RFEP) ceremony through 2022. Due to the Omnicron variant, this year, we continued all meetings on ZOOM. Our DELAC meetings have averaged

approximately 30 parents. At our last DELAC meeting of each year, parents provide district leadership and staff with many new suggestions and areas for the proposed focus for the DELAC meetings in the coming year, including requests for more parent education on various topics.

#### Parent Outreach

Our addition of a grant-funded Family Engagement Coordinator has had an immeasurable impact on the district's ability to outreach to what our district refers to as our "College Bound" Families. From the start of the school year, our coordinator has worked tirelessly to provide the following type of support to our "College Bound families: provided assistance to numerous families registering in our school district, gave personal training to sign up for our new hot lunch program online, provided support for social service connections, translation at all parent ed events including in East Palo Alto, and assisted with setting up and providing translations at parent-teacher conferences. We held an "Outreach Welcome Meeting" on the evening of February 1, 2022, to welcome MPCSD incoming parents participating in our Tinsley program. We expanded the presentation to include representation from site principals, district staff as well as our parent engagement coordinator.

This past year, 2021-22, our Family Engagement Coordinator focused on reconnecting with families in supporting their needs to connect with the schools as we returned in person. Hosting a series of Parent Cafes to engage our College Bound Families was delayed until 2022.

College Bound BBQ August 12, 2021, Family Information Night (84 Families)

Parent Cafe February 5, 2022, Making a difference (26 Parent Participants)

Parent Cafe June 4, 2022, The Good and the Bad of Covid 19 (TBD Parent Participants)

#### Feedback Analytics Team and Feedback February

The Feedback Analytics Team made up of parents and staff met several times over the year with our partners at Panorama Education to revise the questions and redefine the process for our Feedback Survey. The tool includes the feedback of every child in grades 3-8 in MPCSD, all staff, between 1/3 and 1/2 of all parents (although all were invited to participate), and even members of the community through our community-wide survey that we intend to continue annually.

#### LCAP Survey for Certificated, Classified Unions, and Students

We gathered input for the plan from certificated and classified staff on how to best serve our unduplicated students through a survey that addresses the Eight State Priorities. This survey was shared with both certificated and classified union members on March 25, 2022. A separate survey was sent to our middle school ASB students on May 21, 2022.

#### District Board Meetings

MPCSD follows the guidelines of the LCAP legislation that requires us to conduct public hearings and provide copies of the LCAP Plan to the public. The 2022-23 LCAP plan will be available in the District Office for public review beginning Monday, May 31, 2022. The Board will conduct a public hearing on Thursday, June 2, 2022 Board Meeting. District staff will present the final LCAP to the Board for approval on Thursday, June 9, 2022 Board Meeting. Superintendent, Erik Burmeister will respond in writing to any questions following the final sharing of the draft LCAP to the LCAP Advisory Team and DELAC.

### San Mateo County Office of Education (SMCOE)

As a service provider to local education agencies, the San Mateo County Office of Education ensures that districts are well supported. SMCOE hosted an LCAP initial meeting for LCAP on March 3, 2022. At this meeting, SMCOE provided in-depth consultation reviewing all aspects of the LCAP requirements. All necessary MPCSD departments were present, Ed Services, Special Education, and Business Office.

### Consultation with Special Education Local Area Plan Area (SELPA)

For the 2021-22 calendar year, SELPA provided consultation on April 11, 2022. At that meeting, intentional feedback was provided to the district. Menlo Park City School District has met all of the SELPA requirements, including meeting with the parents of underrepresented students on March 15, 2022, and has received the SELPA consultation letter.

(On May 16, 2022, MPCSD received a confirmation letter stating that we have met our SELPA consultation requirements.)

### Parent Education Series

For the sixth year in a row, MPCSD in partnership with each school site and their PTO organization as well as our Educational Foundation organized and provided a powerful Speaker Series for parents to engage in their child's education; provide resources, information, and advice on raising and supporting children; and, outreach to our parents in a spirit of partnership. During this school year, the 2021-2022 Parent Speak Series, we saw a significant increase in participation. Additionally, due to the efforts of our Family Engagement Liaison to increase the attendance of our underrepresented parents, we saw the involvement of many of our non-English speaking and low-income families.

Our 2021-2022 events for our parent education series were held via ZOOM due to the Omicron variant surge.

The 2021-22 events were as follows:

\* 24/6: GIVING UP SCREENS ONE DAY A WEEK TO GET MORE TIME, CREATIVITY, AND CONNECTION: A presentation by Tiffany Shlain, author, and filmmaker: Tuesday, September 14, 2021 (206 attendees)

\* RADICAL EMPATHY: FINDING A PATH TO BRIDGING RACIAL DIVIDES: A presentation with author Terri Givens: Tuesday, October 21, 2021 (65 attendees).

\* HOOKED: FOOD, FREE WILL, AND HOW THE FOOD GIANTS EXPLOIT OUR ADDICTIONS: A presentation by Michael Moss, Pulitzer Prize-winning investigative journalist: Tuesday, November 16, 2021 (131 attendees)

\* CHATTER: THAT VOICE IN OUR HEAD, WHY IT MATTERS, AND HOW TO HARNESS IT: A conversation between Professor Ethan Kross and Superintendent Erik Burmeister about the hidden power of our inner voice: Wednesday, January 19, 2022 (109 attendees)

\* BEING AN ASKABLE ADULT: THE WHY, WHAT, WHEN, AND HOW OF TALKING WITH YOUR CHILD ABOUT SEXUAL HEALTH: A presentation by Vanessa Kellam, Parent Engagement Coordinator, Health Connected: Wednesday, February 15, 2022 (89 attendees)

\*TAKING IT PERSONALLY BY PROJECT CORNERSTONE: 6-week sessions focusing on tools for strengthening relationships with our kids: In person at the MPCSD Office: Thursdays at 10:00 a.m., January 27, February 3, 10, 17, and March 3 and 10. Zoom sessions: Mondays at 6:30 p.m. January 24, 31, February 7, 14, 28, and March 7 (98 attendees)

\*THE STORIES WE PERPETUATE: WHAT WE TEACH AND WHY AND HOW WE SHOULD ELEVATE THE DIMINISHED VOICES OF OUR HISTORY: A panel discussion of experts examining a path towards cultural competence among our students: Wednesday, March 16, 2022, at 6:30 pm ( 46 attendees)

#### A summary of the feedback provided by specific educational partners.

DELAC (Families of English Language Learners): Input for the plan from families of English Language Learners on how to best serve our unduplicated students was collected through a parent meeting that gave space for parents to discuss the current goals and how MPCSD can best serve their students. Feedback provided from the DELAC includes the following: Parents feel connected to the schools and that teachers understand the needs of their students. Also, just how important the Family Engagement Coordinator's role is in how they feel supported.

Association Membership (Certificated and Classified): Input for the plan from certificated and classified staff on how to best serve our unduplicated students through a survey that addresses the Eight State Priorities in 2021-2022. A survey was sent on March 25th to collect input. The district did not receive any specific feedback regarding LCAP.

LCAP+Equity Advisory Team (Parents, Principals, Directors, Coordinators): Our LCAP+Equity Team through data analysis, examination of the California Dashboard, and reflection on the impact of the LCAP, the team had an opportunity to discuss the current goals and how MPCSD can continue to best serve their students. The feedback provided included the following: Hire more staff that reflect the underrepresented student populations, Latino/Hispanic staff.

#### MPCSD and SELPA:

For the 2021-22 calendar year, SELPA provided consultation on April 11, 2022. At that meeting, intentional feedback was provided to the district. Menlo Park City School District has met all of the SELPA requirements, including meeting with the parents of underrepresented students on March 15, and has received the SELPA consultation letter.

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

Even as Menlo Park City School District faced the challenges of navigating a pandemic caused by the various variants of COVID 19, the district not only prioritized the health and wellness of students and staff, but the commitments made to ensure that the LCAP goals become realized continued to be front and center. In our reflection for the year, the LCAP+Equity Team which included parents, certificated staff, classified staff, and administrators, looked at our 6 LCAP Goals through the lens of lessons learned and determined that the current goals, actions, and services will continue to be the focus for the district in how we reach out broad goals.

LCAP Goal #1 EQUITY+Bias-MPCSD's anti-racism efforts described in 1.1 and 1.2 should be more directly tied/linked to our Latinx community/students and/or Asian community/students. We should examine greater continuity in the anti-bias/celebratory elements. Also as a district could/should also consider the LGBTQ+ community in thinking about both the elements of community/celebration but also anti-bias.

LCAP Goal #2 ACADEMIC-As a district we recognized that we did not have a grading policy that speaks to equity evaluation practices. District staff has started this work in developing an evaluation/grading policy. We have been intentional in gathering input from our parents. The one feedback that was reiterated over and over is the importance of hosting parent ed nights to help support them in better understanding the new grading policy once we introduce it to the community.

LCAP Goal #3 EL-This goal has been such a success that we haven't had to change it much. The area that we are focusing on is the intersection of EL and Special education. We recognize that we need to continue to provide training for our EL families on understanding their parents rights as well as providing professional development for our general education teachers on how to provide intentional intervention prior to making a special education referral.

LCAP Goal #4 Low SED-We conducted empathy interviews this year with our SED families. We are working on following up with the families that have shared with us through the interviews. This is the first time we have conducted these interviews, we have room to grow.

LCAP Goal #5 INTEGRATED-WELLBEING-This year, we have launched the training of The Ruler, with teachers and staff who are ready. We hope to have more staff trained next year. Our parents have asked for more resources on learning more about The Ruler as well as where to find more resources. We will want to plan for this next year.

LCAP Goal #6 PARENT ENGAGEMENT-Parents have been able to participate more because of Zoom--think about how Zoom can increase access and which type of participation would be best for that type of meeting. This is not a new goal, however, in light of the pandemic, we need to continue to increase the support for our Low SED families.



# Goals and Actions

## Goal

Goal #	Description
1	<p>Broad Goal: Over a three-year period of time, MPCSD staff will implement plans to increase knowledge and understanding of the experiences of a diverse student body and provide support for teachers, staff, and students to understand how their own unconscious biases lead to behaviors, habits, values, and practices that allow inequities to exist. As a result, staff will develop a culturally responsive learning environment in order for all students to learn at a high level and stay engaged as measured by a staff self-reflective Panorama survey.</p> <p>*- SWD, SED, ELL, first-generation college students, race/ethnicity (H/AA/PI), and gender identity status</p>

An explanation of why the LEA has developed this goal.

An analysis of the California Dashboard data was done on student suspension. That data shows that our underrepresented students are suspended at a slightly higher rate than their peers. English language learners, 1.6% suspended at least once, Pacific Islander students, 2.6% suspended at least once, and our students with disabilities, 2% suspended at least once.

Our goal was developed based on stakeholder input through our LCAP development process. MPCSD's Educational Services and Student Services will develop a plan to improve student suspension rates for our underrepresented students and will measure progress towards our goal using the identified metrics below.

State Priorities:

Priority 1: Basic (Conditions of Learning)

Priority 6: School Climate (Engagement)

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Percentage of district staff participation in Equity and Bias	2020-21 0% (Baseline Data will be available at the end of 2021-22)	2021-22 (Baseline Data) Total number of staff 278			2023-24 100%



Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
training and development.		50%			
Percentage of underrepresented students reporting feeling “engage” or “very engaged” in their learning on the annual Panorama (grades 3-8) “Engagement Scale.”	2020-21 72%	2021-22 Total number of unduplicated students in MPCSD 330 72%			2023-24 100%
Percentage of underrepresented students reporting feeling of “Sense of belonging” on the annual Panorama (grades 3-8) “Sense of belong Scale.”	2020-21 79%	2021-22 Total number of unduplicated students in MPCSD 330 83%			2023-24 100%
Percentage of behavior referrals by SWD, SED, ELL, first-generation college students, race/ethnicity (H/AA/PI) and gender identity status.	2020-21 0% (Baseline Data will be available at the end of 2021-22)	2021-22 Total number of students with behavior referrals: 12 SWD 20.99% SED 19.75% ELL 9.88% First-Gen College Students 16.05% H/AA/PI 39.51% Male 80.25% Female 19.75%			2023-24 0%
Overall under representation of	2020-21	2021-22			2023-24 0%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
referrals by SWD, SED, ELL, first-generation college students, race/ethnicity (H/AA/PI), and gender identity status. ***We will be removing this metric as it is a duplicate of the one above***	0% (Baseline Data will be available at the end of 2021-22) ***We will be removing this metric as it is a duplicate of the one above***	***We will be removing this metric as it is a duplicate of the one above***			
Percentage of district staff participation in the annual Panorama focusing on Equity and Bias.	2020-21 0% (Baseline Data will be available at the end of 2021-22)	2021-22 Total # of district staff: 385 53.5% district staff participation			2023-24 100%
Individual staff reflection and self-rating, using a WCLDF rubric on progress towards their development of Equity mindsets and practice.	2020-21 0% (Baseline Data will be available at the end of 2021-22)	2021-22 Total # of district administrator: 13 Total # of district teachers: 168 Leadership Team: 100% Teachers: Still in progress			2023-24 100%

## Actions

Action #	Title	Description	Total Funds	Contributing
1.1	1.1 Healthy and Collaborative Relationships	MPCSD will continue with the Anti-racism Advisory Team that will focus on Parent & Community Education, Teacher/Staff Development, Curriculum, and Recruitment, Hiring & Retention Practices.	\$115,000.00	No
1.2	1.2 Integrated Well-Being	Increasing staff knowledge and understanding for the experiences of a diverse student body and support teachers, staff, and students to understand how their own unconscious bias leads to behaviors, habits, values, and practices that allow inequities to exist through ongoing professional development and the district's antiracist committee work. As measured by individual staff reflection and self-rating through a Panorama Survey MPCDS will determine progress made towards the goal.	\$10,000.00	No
1.3	1.3 Family and Community Engagement	Provide three MPCSD opportunities that provide strategies for promoting authentic family relationships that focus on their strengths and that celebrate the culture of the Hispanic students will be provided. (Examples: Family BBQ, Días De Los Muertos).	\$10,000.00	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.

Menlo Park City School District (MPCSD) is committed to supporting all educational partners in increasing knowledge and understanding of the experiences of a diverse student body and provide support for teachers, staff, and students to understand how their own unconscious biases lead to behaviors, habits, values, and practices that allow inequities to exist. In working towards reaching this goal, all actions were carried out and ongoing.

MPCSD is in its second year of the Anti-racism Advisory Team that focuses on Parent & Community Education, Teacher/Staff Development, Curriculum, and Recruitment, Hiring & Retention. Each subgroup has made gains in moving the district towards increasing knowledge and

overcoming systemic structures that create barriers. There are a few substantive differences in how we are supporting this goal from the original actions provided, please see below.

Action 1-Healthy and Collaborative Relationships: The district has hired a Diversity, Equity, and Inclusion Coordinator, this coordinator oversees all of our Anti-racism Advisory Team meetings and other related actions. We have also contracted with Dr. Terri Givens to provide professional development for the district's leadership team. The rest of the actions were implemented as planned.

Action 2- Integrated Well-Being: MPCSD has had the opportunity through MPCSD's feedback February Panorama survey to self-reflect and self-rate through their progress made towards the goal.

Action 3- Family and Community Engagement: MPCSD has provided opportunities that provide strategies for promoting authentic family relationships that focus on their strengths and that celebrate the culture of the Hispanic students through the Family BBQ and Días De Los Muertos.

Currently, we are not experiencing any challenges with this ongoing work and will continue to be a focus for the district. What we did learn from the district staff is that there is a need for teachers/staff to learn how we can better support our BIPOC students and their needs, integrating multiple perspectives in social studies, and using culturally responsive teaching practices.

#### 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.

Here is an explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures:

Action 1.1-The original budgeted expenditure was \$5,000 for running the anti-racism advisory team, but as this school year started, MPCSD realized an opportunity to bring on a new position and a contractor to truly take hold of this work. With the addition of the DEI Coordinator and the contractor to work with the leadership team, the estimated actual expenditures is now \$114,503.69. Creating a material difference of \$109,503.69, due to the increase cost of the full-time DEI Coordinator.

Action 1.2- The budgeted amount for Panorama was \$10,000. The estimated actual expenditures was \$10,700. There was no significant difference in expenditures.

Action 1.3- The budgeted amount to promoting family engagement was \$10,000, the estimated actual is \$629.54. This is a significant difference, the cause to this difference was that we continued to offer our events online. By offering family engagement events online, we did not have to provide meals and childcare.

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

The specific actions of outward and inward work of receiving professional development, focusing on actionable tasks through the anti-racism advisory team, and providing time for staff to self-reflect through the Panorama survey have confirmed that goal number 1 is a priority. Each of the actions for goal one serves as a best practice to support Menlo Park City School District in reaching the goal of increasing knowledge and understanding of the experiences of a diverse student body and support the partners in understanding their own unconscious biases. We believe that the progress made this year has been noticeable in how we look at education, through a lens of diversity, equity, and inclusion.

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.

As an important part of the LCAP development, reflections on current goals, actions, and services is something we take seriously. District staff has made every effort to allow for time to reflect with our LCAP+Equity Team, DELAC, and certificated/classified union members. Upon reflecting on our LCAP goal 1, we have one change that we made for the following metric: Overall under representation of referrals by SWD, SED, ELL, first-generation college students, race/ethnicity (H/AA/PI), and gender identity status. A clerical error was made as it was listed twice. We will be removing this metric as it is a duplicate.

**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	<p>Broad Goal: Over a three-year period of time, MPCSD staff will focus greater attention on the individual learning and support needs of each child, using diagnostic and formative tools to address specific learning targets in reading, writing, mathematics, with the desired effect of increasing the percentage of students performing at or above grade level by nine (9) percentage points in each cohort and each subgroup* of the cohort over the three-year period of time as measured by the Smarter Balanced Assessment. (An average of 3% growth each year, over three years.) Additionally, the overall percent of MPCSD's student population scoring at the "Standards Exceeded" performance band on the Smarter Balanced Assessment will increase in ELA and Math by 2% each year.</p> <p>* - SWD, SED, ELL, Homeless, Foster Youth, first-generation college students, race/ethnicity (H/AA/PI), and gender identity status</p>

### An explanation of why the LEA has developed this goal.

An analysis of student performance data on the 2016-2019 annual state assessment (SBAC) indicated that our underrepresented students continue to make progress at a much slower rate than their peers. We saw the following data trend for our underrepresented students over a 4 year period:

Over a 4 year period, Ever EL students increased by 9% in ELA and our EL students increased by 12% in ELA

Over a 4 year period, Ever EL students increased by 7% in Math and our EL students increased by 14% in Math

Over a 4 year period, AA/HI/PI students only increased by 3-4% in Math.

Over a 4 year period of time, students from low-income families only increased by 7%.

Over a 4 year period of time, PI/HI students only increased by 7-8%.

Students with Disabilities had a dramatic increase of 26% in ELA over a 4 year period.

Students with Disabilities had a dramatic increase of 17% in Math over a 4 year period.

Students from families of low income significantly increased in ELA by 17% over a 4 year period

Also as referenced in the CA Dashboard, our students with disabilities and SES are two or more performance levels below the ALL students' performance in ELA and Math.

Our goal was developed based on stakeholder input through our LCAP development process. MPCSD plans to improve ELA and Math performance through actions that support and improve student learning, and measured progress towards our goal using the identified metrics below.

State Priorities:

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

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Percentage of students achieving “standard met” and “standard exceeded” on the ELA portions of the CAASPP. All Underrepresented student data <ul style="list-style-type: none"> <li>Overall student data</li> </ul>	2018-2019 CAASP All ELA 84% AA /HI/PI ELA 53% SED ELA 46% SWD ELA 57% EL ELA 21% Ever EL ELA 63%	2021-2022 *CAASPP was not administered in 2020-2021 In the absence of CAASPP we utilized the SRI, please see below: All ELA (N=1648) 83% AA /HI/PI ELA (N=301) 63% SED ELA (N=185) 55% SWD ELA (N=124) 45% EL ELA (N=55) 24% RFEP (N=151) 77.5% Ever EL ELA (N=206) 61%			2023-2024 All ELA 93% AA /HI/PI ELA 62% SED ELA 55% SWD ELA 66% EL ELA 30% Ever EL ELA 72%
Percentage of students achieving “standard met” and “standard exceeded”	2018-2019 CAASP All Math 83% AA /HI/PI Math 42% SED Math 35%	2021-2022 *CAASPP was not administered in 2020-2021			2023-2024 All Math 93% AA /HI/PI Math 51% SED Math 44% SWD Math 47%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>on the Math portions of the CAASPP.</p> <p>Overall student data</p> <p>Underrepresented student data</p>	<p>SWD Math 38%</p> <p>EL Math 33%</p> <p>Ever EL Math 62%</p>	<p>In the absence of CAASPP we utilized benchmarks, please see below:</p> <p>All Math (N=1648) 69%</p> <p>AA /HI/PI (N=301) Math 47%</p> <p>SED (N=185) Math 40%</p> <p>SWD (N=124) Math 46%</p> <p>EL (N=55) Math 44%</p> <p>RFEP (N=151) 59%</p> <p>Ever EL (N=206) Math 56%</p>			<p>EL Math 42%</p> <p>Ever EL Math 71%</p>
<p>Percentage of students achieving “standard met” and “standard exceeded” on MPCSD designed or adopted Benchmark Assessments:</p> <p>K-2: F&amp;P, TCRWP Writing &amp; Math benchmarks</p>	<p>2020-2021 (K-2)</p> <p>F&amp;P 85%</p> <p>TCRWP Writing 86%</p> <p>Math 79%</p>	<p>2021-2022 (K-2)</p> <p>Total # of K-2 Students: 922</p> <p>F&amp;P 84%</p> <p>TCRWP Writing 75%</p> <p>Math 80%</p>			<p>2023-2024 (K-2)</p> <p>F&amp;P 94%</p> <p>TCRWP Writing 95%</p> <p>Math 88%</p>
<p>Percentage of students achieving “standard met” and “standard exceeded” on MPCSD designed</p>	<p>2020-2021 (3-5)</p> <p>SRI 87%</p> <p>TCRWP Writing 88%</p> <p>Math 62%</p>	<p>2021-2022 (3-5)</p> <p>Total # of 3-5 Students: 963</p> <p>SRI 86%</p> <p>TCRWP Writing 73%</p>			<p>2023-2024 (3-5)</p> <p>SRI 96%</p> <p>TCRWP Writing 97%</p> <p>Math 71%</p>



Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
or adopted Benchmark Assessments: 3-5: SRI, TCRWP Writing, Literacy & Math benchmarks, 5th grade MDTP	5th Gr. MDTP (Assessment is given in June, will update data)	Math 71% 5th Gr. MDTP 64%			5th Gr. MDTP (Assessment is given in June, will update data)
Percentage of students achieving “standard met” and “standard exceeded” on MPCSD designed or adopted Benchmark Assessments: 6-8: Writing, Literacy & Math benchmarks, MDTP	2020-2021 (6-8) Writing 41% Literacy 83% Math benchmarks 55% MDTP (Assessment is given in June, will update data)	2021-2022 (6-8) Total # of 6-8 Students: 895 Writing 62% Literacy 78% Math benchmarks 65% MDTP 54%			2023-2024 (6-8) Writing 50% Literacy 92% Math benchmarks 64% MDTP (Assessment is given in June, will update data)
Youth in foster care and homeless housing status progress monitoring audit	2020-2021 0 (Current Metric is new)	2021-2022 2 progress monitoring meetings held, September 2021, December 2021			By the end of 2024 School Year, MPCSD will have conducted an average of 3 per year, progress monitoring audit
Implementation of Learning Management System District Wide	2020-2021 K-1 Seesaw-Laurel 2-5 Altitude-Learning Encinal, Laurel 6-8 Schoology, pilot group	2021-2022 Based on current context, address in the needs due to covid, we did not have a chance to make			By the end of 2024 School Year, MPCSD will have full Implementation District Wide of all LMS

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		progress. This is intended to be developed out and will continue next year.			
Evidence & Competency Based Reporting Tools K-8	2020-2021 K-5 Implemented Pilot Evidence & Competency Based Report Card 6-8 Developed Evidence & Competency Based Report Card	2021-2022 Based on current context, address in the needs due to covid, we did not have a chance to make progress. This is intended to be developed out and will continue next year.			By the end of 2024 School Year, MPCSD will have fully adopted and implemented Evidence & Competency Based Reporting Tools across K-8
Percentage of students achieving “standard met” and “standard exceeded” on the state adopted science assessment--CAST  Overall student data Underrepresented student data	2019 CAST Data 5th Gr. 69% SWD 36% SED 25% Hispanic 43% Ever EL 38%  8th Gr. 68% SWD 26% SED 30% Hispanic 48% Ever EL 50%	2021-2022 *CAST was not administered in 2020-2021 due to Covid. MPCSD did not have an alternative local assessment to administer.			2024 CAST Data 5th Gr. 78% SWD 45% SED 34% Hispanic 52% Ever EL 46%  8th Gr. 77% SWD 35% SED 39% Hispanic 57% Ever EL 59%

## Actions

Action #	Title	Description	Total Funds	Contributing
<b>2.1</b>	2.1 Homeless and Foster Youth Support Services	Establish practices to ensure equitable access (including priority access, as appropriate) to academic supports (such as tutoring, summer school, extended learning time) and counseling for youth in foster care and homeless housing status.	\$3,000.00	Yes
<b>2.2</b>	2.2 Professional Development on Multi-Tiered Systems of Support	Offer Professional Development opportunities and training on MPCSD MTSS Framework and General Education interventions and supports.	\$90,000.00	No
<b>2.3</b>	2.3 Collaboration on Multi-Tiered Systems of Support	Quarterly Collaboration and Partnership Meetings with Educational Services, Student Services, and EL Services to align best practices, MTSS Framework and student supports.	\$0.00	No
<b>2.4</b>	2.4 Implementation of Learning Management System	Utilize K-8 learning management system(s) that support differentiation, formative assessment, and evidence-based grading	\$46,500.00	No
<b>2.5</b>	2.5 Competency and Evidence Based Grading Practices	Streamline competency and evidence-based grading practices. In K-5 grades, articulate priority standards and success criteria in reading, writing, and math; revise K-5 progress reports to align with priority standards. In 6-8 grades, begin supporting 6-8 teachers in developing reporting tools, such as standards-based progress reports, to indicate mastery of content-area competencies. In 6-8 grades, provide professional development to support the transition to competency-based assessment and evidence-based grading.	\$52,500.00	No
<b>2.6</b>	2.6 Targeted Academic Intervention	Additional intervention support resources/staff to those school sites that have students with unfinished learning. This additional support will	\$400,000.00	No

Action #	Title	Description	Total Funds	Contributing
		allow these schools to provide target academic interventions and smaller class sizes to accelerate learning and address student needs. *Additional English Language Arts and Math support and intervention resources for sites to address unfinished learning from the school year. The extra support will allow schools to provide targeted academic interventions to accelerate learning and address student needs. *Strategically decrease class sizes to address and provide greater attention to student needs.		
2.7	2.7 Competency and Evidence Grading	MPCSD will design an Evaluation/Grading Policy that reflects our Whole Child Learning and Development Framework and that grades are a promoter of learning.	\$0.00	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.

MPCSD continues to focus greater attention on the individual learning and support needs of each child, using diagnostic and formative tools to address specific learning targets in reading, writing, mathematics. District students are on course to take the Smarter Balanced Assessment as it has not been administered in the last two years due to the pandemic. All actions and services are on track with slight adjustments to implementation to ensure that opportunity gaps are addressed.

Action 1- Homeless and Foster Youth Support Services: MPCSD on average only serves 1 to 2 homeless and foster youth each year. Similarly, this year, the district had only 1 student identified as foster youth. Most often, we find that students in this unduplicated group needs additional supports academically and emotionally. Ongoing counseling and after school services, such as homework supports or counseling, were made available to the student. District staff continues to monitor the welfare of this student.

Action 2- Professional Development on Multi-Tiered Systems of Support: Upon reflection, district staff has identified structures of Multi-Tiered Systems of Support. However, it still requires opportunities to be made explicit to school sites. This will be an action that will require more initiative to share out broadly.

Action 3- Collaboration on Multi-Tiered Systems of Support: Quarterly Collaboration and Partnership meetings with Educational Services, Student Services, and EL Services to align best practices are on going. These meetings have allowed for a unified approach in service of all students. One example of this is the implementation of Read 180 at the middle school. Special Education teachers as case managers are serving general education students and special education students in running Read 180 courses to address reading skills.

Action 4- Implementation of Learning Management System: An aligned learning managements system from K to 8 was not the best approach to supporting students in primary grades and the upper grades. Currently, the most effective model is K-2 utilizes Seesaw, 3-5 uses Altitude Learning, and 6-8 uses Schoology to support differentiation, formative assessment, and evidence-based grading.

Action 5- Competency and Evidence Based Grading Practices: While Hillview middle school continues to transition over to a standards based grading approach while focusing on competency-based assessment and evidence-based grading, a new reporting tool is being developed in tandem. This year, the intention to review and revise the K-5 reporting tool was put on pause by the need for teachers to renew and recover from the pandemic. District staff found that teachers needed to focus on mental health for them selves as well as their students. This work will continue in the new year.

Action 6- Targeted Academic Intervention: Additional intervention support resources/staff were provided to those school sites that have students with unfinished learning. This additional support has allowed these schools to provide target academic interventions and smaller class sizes to accelerate learning and address student needs.

\*Additional English Language Arts and Math support and intervention resources for sites to address unfinished learning from the school year came in the form of instructional aide support to all four schools.

\*Each of the elementary schools received additional staffing to strategically decrease class sizes to address and provide greater attention to student needs.

Action 7- Competency and Evidence Grading: MPCSD is on track to bringing a new draft "Evaluation/Grading Policy" to the board on June 9, 2022. The new grading policy reflects our Whole Child Learning and Development Framework and that grades are a promoter of learning.

Substantive differences in planned actions and actual implementation of these actions include action 2 and action 5. Both actions would require additional participation by teachers in a year where our teachers are truly exhausted and struggling with wellness. Our teachers were back to in-person teaching in September of 2020 when most districts were still in school closure. The compounding effects of the pandemic has had a direct impact on our staff.

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.

Here is an explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures:

Action 2.1: Establishing supports for our foster student included ongoing counseling as well as home support. The budgeted amount was \$3,000. The estimated actual expenditures is \$10,909.59, which includes services for Read 180/System 144.

Action 2.2: The plan for professional development on Multi-Tiered Systems of Support was going to be a grassroots effort through high-quality professional development and ongoing release time for teachers to focus on the opportunity gaps. There was a material difference between the budgeted amount of \$90,000 and the estimated actual expenditures of \$0.00. Those funds were supposed to be used towards releasing teachers to plan together by grade levels and sending staff to professional development.

Action 2.3: Collaboration on Multi-Tiered Systems of Support between Ed Services and Student Services has been key to the success of our students. At zero cost, we are able to host ongoing meetings to prioritize student learning and support systems.

Action 2.4: The budgeted amount for learning management systems was \$60,000. The Estimated actual expenditure for Schoology and Altitude Learning was \$155,072. Material difference is due to the increased per student subscriptions provided to the school sites based on an increased need.

Action 2.5: Streamlining grading practices were put on hold this year. There was a material difference between the budgeted amount of \$50,000 and the estimated actual expenditures of \$0.00. Those funds were supposed to be used towards releasing teachers to plan together by grade levels.

Action 2.6: The budgeted expenditure for targeted interventions was \$558,512.00. The estimated actual expenditures totaled \$603,169, which was spent as follows: reducing class size at the elementary schools \$499,607, additional funds to all four schools to hire instructional aides to focus on math, \$103,562. Differences are due to employees being hired at a higher pay scale.

Action 2.7: This year, the designing and writing of the grading policy did not require any funds to do the work. The budget was \$0.00 and the spending was \$0.00.

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

Our current actions speak to best practices that support learning, highlighted in the state priorities. We provide teachers valuable planning time to collaborate with colleagues, analyze data using LMS and other tools, as well as access intervention supports for their students. The current actions, all of which are best practices are effective ways to help us make progress towards our goal. Even though the last two years, we have not had CAASPP data to demonstrate the student academic growth, we see it in our local benchmark data. We will continue to implement these actions to their fullest and continue to monitor progress via formal and summative assessments.

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.

As an important part of the LCAP development, reflections on current goals, actions, and services is something we take seriously. District staff has made every effort to allow for time to reflect with our LCAP+Equity Team, DELAC, and certificated/classified union members. Upon reflection, below is the recommended change:

Action 2.1 Funding source will change to general education.

**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	<p>Broad Goal: Over a three-year period of time, bring to zero the number of "long-term" English Language Learners who have been in MPCSD since Kindergarten and/or at least 5 years as measured by annual ELPAC data and formative assessments in order to qualify for reclassification.</p> <p>Reclassify all English Language Learners by their 6th concurrent year in MPCSD.</p>

An explanation of why the LEA has developed this goal.

This goal was such a successful goal for our district we wanted to roll this goal into our new LCAP. Our elementary schools have had great success in bringing to zero the number of long-term English Language Learners (LTEL). Each year, we are able to reclassify upwards of 20% of our English Language Learners. When comparing our elementary school reclassification rates, our middle school students are not reclassifying as quickly. We still have some work to do to support our middle school LTELs.

It was decided that we would keep this goal from our previous LCAP based on stakeholder input through our LCAP development process. MPCSD's English Language Services Coordinator will continue to work closely with our middle school to provide ongoing training and support and will measure progress towards our goal using the identified metrics below.

State Priorities:

Priority 2: State Standards (Conditions of Learning)

Priority 3: Parental Involvement (Engagement)

Priority 4: Pupil Achievement (Pupil Outcomes)

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Number of students reclassified as English Proficient before the	2020-21 # of students reclassified before the	2021-22			2023-24 # of students reclassified before the



Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
end of fifth and before the end of eighth grade who have been in MPCSD since kindergarten and do not have intensive IEP services.	<p>end of fifth grade: 20 students</p> <p># of students reclassified before the end of eighth grade: 4 students</p>	<p>Total # of EL K-5 students at prior to reclassification: 80</p> <p># of students reclassified before the end of fifth grade: 28 students</p> <p>Total # of EL 6-8 students: 8</p> <p># of students reclassified before the end of eighth grade: 3 students</p>			<p>end of fifth grade: 40 students</p> <p># of students reclassified before the end of eighth grade: 20 students</p>
Percentage of EL students reporting feeling “connected” to their school/class/experience on the annual Panorama survey.	2020-21 0% (Baseline Data will be available at the end of 2021-22)	2021-22 Total # of EL students (N=55) 3-5: 75% 6-8: 47% *Feeling "connected" is not asked on the Panorama survey. Sense of Belonging used here.			2023-24 100%
Percentage of EL parents reporting awareness of child’s progress in learning English on the annual MPCSD LCAP/EL Parent Survey.	2020-21 0% (Baseline Data will be available at the end of 2021-22)	2021-22 Total # of parents who completed the survey: 29 91.7% of EL parents reporting awareness of child’s progress in learning English on			2023-24 100%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		the annual MPCSD LCAP/EL Parent Survey			
English Language Student Qualification Number to Special Education	2020-21 4 Students qualified	2021-22 1 Student qualified			2023-24 By the end of 2024, MCPSD will have drastically reduced the number of EL students referred to Special Education by 100%

## Actions

Action #	Title	Description	Total Funds	Contributing
<b>3.1</b>	3.1 Addressing Significant Disproportionality	Offer Professional Development and Training on General Education Interventions and supports for English Learners.	\$32,500.00	Yes
<b>3.2</b>	3.2 Addressing Significant Disproportionality	Continue to provide a portion of English Learner and Hispanic/Latino services in the General Education classroom setting through the supports of an interventionist. Modeling strategies and supports for General Educators and Enhancing Collaboration/Communication.	\$32,500.00	Yes
<b>3.3</b>	3.3 Implementation of Multi-Tiered Systems of Support	Increase General Education Tier 1 and Tier 2 interventions related to student academic achievement. Create opportunities and support services for general education students with the goal to reduce the number of students referred to Special Education. For funding see Goal 2, Action 2.	\$0.00	No

Action #	Title	Description	Total Funds	Contributing
3.4	3.4 Targeted Academic Intervention	MPCSD will provide additional intervention support resources/staff to those school sites that have students with unfinished learning. This additional support will allow these schools to provide target academic interventions and smaller class sizes to accelerate learning and address student needs. *EL Support for sites with more than the lowest number of students being served, this would include two of our elementary schools, Encinal and Laurel School. This additional support will allow these schools to provide targeted academic interventions to accelerate learning and address student needs.	\$515,646.00	Yes
3.5	3.5 Extended Learning Time	A four-week Extended School Year Project-Based Learning plus targeted intervention for underrepresented (EL, SPED) students based on teacher recommendation. This project-based approach will ensure meaningful integration of content areas, such as reading, writing, technology, and an emphasis on science. Along with a project-based approach to summer learning, through our programs, we will address the social and emotional needs of our students.	\$365,000.00	No
3.6	3.6 Targeted Academic Intervention	Continue to provide high-quality English Language support by ensuring a baseline number of English Language Development (ELD) specialists and ELD instructional aides.	\$459,646.00	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.

Bring to zero the number of "long-term" English Language Learners who have been in MPCSD since Kindergarten and/or at least 5 years as measured by annual ELPAC data and formative assessments in order to qualify for reclassification has been a goal that we have doubled down on as a district. MPCSD has dedicated resources to ensure that we make every effort to meet this goal.

Action 3.1-- Addressing Significant Disproportionality and MTSS: Through the use of CCEIS funds, an interventionist was hired to provide support for English Learners in a general setting to address identified learning opportunities. An interventionist has been hired for both Laurel elementary and Hillview middle and having great success. The interventionists provide direct support to the students while working closely with the teacher to discuss best practices and strategies to implement in the classroom to address specific EL strategies. Also, EL specialists have received training and developed ELD priority standards (aligned to K-8 priority CCSS literacy standards), ELD standards-based report card items, and brainstormed ways to gather evidence to demonstrate proficiency of priority ELD standards.

Action 3.4- Targeted Academic Intervention: EL Support for sites with more than the lowest number of students being served were hired this year. Encinal and Laurel School each hired an additional EL specialist to provide targeted academic interventions to accelerate learning and address student needs.

Action 3.5- Extended Learning Time: In July 2021, MPCSD offered a four-week Extended School Year Project-Based Learning plus a targeted intervention summer program to all students. The program focused on offering targeted intervention for underrepresented (EL, SPED) students based on teacher recommendations. Up to 800 students experienced meaningful integration of content areas, such as reading, writing, technology, and an emphasis on science. Along with a project-based approach to summer learning, through our programs, we addressed the social and emotional needs of our students.

Action 3.6- Targeted Academic Intervention: MPCSD was able to provide high-quality English Language support to Laurel and Encinal elementary with caseloads upwards of 40 to 60 students. The additional EL support was provided by adding an EL specialist to each of the schools.

For this goal, we did not have any substantive differences in planned actions and actual implementation of these actions. All actions were carried out as planned.

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

Here is an explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures:

Action 3.1-The budgeted expenditure for this action is \$44,343.68. Estimated actual expenditures in the amount of \$64,942.86 were used to pay the salary of an interventionist as support for English Language Learners. The material difference is \$20,599.18. This is due to the fact that the teachers who we actually hired were more senior and higher in the pay scale.

Action 3.2- EL specialists at each school site provide push-in ELD support in the general ed classroom. Through conversations and coaching, EL specialists model strategies for collaborative communication, especially during MTSS meetings each month. This cost remained at \$0.00.

Action 3.3- The budgeted expenditure for this action is \$0.00 under goal 3. No material differences.

Action 3.4- Instructional aides for ELA/Math and EL Specialists for sites with more than the lowest number of students being served were hired this year. The budgeted expenditure for this action is \$400,000.00. The estimated actual expenditures for improved services resulted in the amount of \$355,455 for EL Specialists and \$103,562 for instructional aides for a total of \$459,017.95 There was not a material difference in this action.

Action 3.5- The budgeted expenditures for the Extended Learning Time Summer Programming for this action is \$650,000.00. In July 2021, MPCSD offered a four-week Extended School Year Project-Based Learning plus targeted intervention summer program to all students with an estimated actual expenditure to be \$810,298.31.

Action 3.6- To continue to provide high-quality English Language support by ensuring a baseline number of English Language Development (ELD) specialists and ELD instructional aides the budgeted expenditures for this action is \$825,689.00. The estimated actual expenditures for improved services are estimated to be the amount of \$276,276.46. There is a significant difference in what was budgeted, this is due to the fact that the district only needed to hire two specialists instead of four specialists.

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

The actions and services that have been implemented to achieve this goal have been successful and can be measured by the number of Long-Term English Language Learners that are reclassified. The success and challenges on implementation come in twofold: First, getting the outcomes that our district desires at the elementary schools have been a success due to the implementation of this goal. Second, the challenges exist at the outcomes in our middle grades. We have a much larger number of LTEL students at the middle school level. We will continue to monitor and examine the root causes of the barriers that exist in achieving this goal.

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.

As an important part of the LCAP development, reflections on current goals, actions, and services is something we take seriously. District staff has made every effort to allow for time to reflect with our LCAP+Equity Team, DELAC, and certificated/classified union members. Upon reflecting on our LCAP goal 3 and it's action, no changes will be made to the planned goal, metrics, outcomes, or actions for the coming year.

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

# Goals and Actions

## Goal

Goal #	Description
4	Over a three-year period of time, MPCSD will increase students' sense of belonging and engagement in learning for our students of Low Social-Economically Disadvantaged (SED) families as measured by the annual Panorama student, parent survey results, and feedback from focus groups.

An explanation of why the LEA has developed this goal.

An analysis of student performance data on the 2016-2019 annual state assessment (SBAC) indicated that our students from families of low income continue to make progress at a much slower rate than their peers. We saw the following data trend for our students over a 4 year period:

Students from families of low income significantly increased in ELA by 17% over a 4 year period

Over a 4 year period of time, students from low-income families only increased by 7%.

Our goal was developed based on stakeholder input through our LCAP development process. MPCSD's leadership team has committed to developing a plan to improve student ELA and Math performance and will measure progress towards our goal using the identified metrics below.

State Priorities:

Priority 5: Pupil Engagement (Engagement)

Priority 6: School Climate (Engagement)

Priority 7: Course Access (Conditions of Learning)

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Percentage of Low SED students considered “chronically absent” based on the CDE definition and	2018-19 2019 California Dashboard Performance Level Green: 9.4% “chronically absent”	2021-2022 Pending CA Data Dashboard Results Based on Data Quest: Low SED students (N=340) considered			2024 California Dashboard Performance Level Green: 0% “chronically absent”

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
reflected in the CA Dashboard, at least once.	(Total # of Low SED Students 287)	“chronically absent” 12.9%			(Total # of Low SED Students 287)
Percentage of Low SED students reporting feeling of “Sense of belonging” on the annual Panorama (grades 3-8) “Sense of belong Scale.”	2020-21 0 (Baseline Data, 1-5 scale, will be available at the end of 2021-22)	2021-2022 Total # of SED students (N=108) 3-5: 71%  Total # of SED students (N=116) 6-8: 43% *Panorama scoring changed from Mean Score to Percent Favorable			5 out of 5
Percentage of Low SED students reporting feeling of “School safety” on the annual Panorama (grades 3-8) “School safety Scale.”	2020-21 0 (Baseline Data, 1-5 scale, will be available at the end of 2021-22)	2021-2022 Total # of SED students (N=108) 3-5: 70%  Total # of SED students (N=116) 6-8: 70% *Panorama scoring changed from Mean Score to Percent Favorable			5 out of 5
Percentage of Low SED students suspended at least once.	2018-19 California Dashboard Performance Level Green: 1.4% suspended at least	2021-2022 In Data Quest, not numerically significant to report in year one.			2024 California Dashboard Performance Level Green: 0% suspended at least once (Total #

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	once (Total # of Low SED Students 287)				of Low SED Students 287)
Percentage of students from low income families achieving “standard met” and “standard exceeded” on the ELA and Math portions of the CAASPP.	2018-19 CAASPP ELA: Met/Exceed 46%  Math: Met/Exceed 35%	2021 CAASPP *CAASPP was not administered in 2020-2021. In the absence of CAASPP we utilized SRI/Math benchmarks, please see below: Total # of SED 3-8 students (N=224) ELA (SRI): Met/Exceed 55%  Math (Benchmark): Met/Exceed 40%			2024 CAASPP ELA: Met/Exceed 60%  Math: Met/Exceed 60%
Percentage of under represented parents reporting being meaningfully engaged in their children's school on the annual Panorama.	2020-21 Panorama Survey 32.9% of parents reported being meaningfully engaged in their children's school.	2021-2022 Panorama Survey Total # of SED Parents (N=TBD) 46% of parents reported being meaningfully engaged in their children's school.			2024 Panorama Survey 60% of parents reported being meaningfully engaged in their children's school.

## Actions



Action #	Title	Description	Total Funds	Contributing
4.1	4.1 Integrated Well-Being	Implement the Tobacco-Use Prevention Education Program to provide parent education, classroom curriculum, assemblies, and partnerships with community agencies on topics such as vaping and drug use.	\$4,000.00	No
4.2	4.2 Family Engagement	District and ELC Family Engagement Coordinators will provide outreach to Low SED families in order to increase the connection between home and school. Outreach can include individual needs assessment, parent events, and parent education.	\$109,600.00	Yes
4.3	4.3 Transportation Service	To ensure that students are ready for learning, district staff will analyze transportation routes to better understand how having to take the bus impacts our underrepresented students' wellness, particularly, our students from low income families.	\$500.00	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.

MPCSD continues to prioritize the sense of belonging and engagement in learning for our students of Low SED families. The actions and services as described has been implemented to support the district in reaching this goal. The overall success of the goal is measured by the annual Panorama student, parent survey results, and feedback from focus groups.

4.1 Integrated Well-Being: Implementation of the Tobacco-Use Prevention Education Program to provide parent education, classroom curriculum, assemblies, and partnerships with community agencies on topics such as vaping and drug use has been a top priority for our Wellness Coordinator. He has been the program liaison in partnering with our middle school staff to bring awareness to drug safety. A group of middle school students has been trained as educational leaders who will be leading TUPE-related lessons in the classrooms, creating PSAs for school announcements, and promoting awareness around the school with activities and literature. This student group meets several times a month to plan activities. The Wellness Coordinator/TUPE lead has developed an alternative to suspension for students who vape.

4.2 Family Engagement: District and ELC Family Engagement Coordinators have provided outreach for Low SED families to increase the connection between home and school. Our District Family coordinator has organized two events this year called Parent Cafe. Both events focused on parents supporting one another and learning about ways to help their children with school.

4.3 Transportation Service: District staff was not able to attend to this action. Teachers and staff were reporting an intense feeling of being overwhelmed upon returning to school. We will be bringing this action back again next year.

For this goal, we did not have any substantive differences in planned actions and actual implementation of these actions. One action was not carried out as planned.

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

Here is an explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures:

Action 4.1-The budgeted expenditures for this action was \$5,000. The estimated actual expenditures are \$1,700 stipend for the Wellness Coordinator and the rest were used for materials/services to accomplish the action in support of the goal \$5,073.29.

Action 4.2 The budgeted expenditures for this action was \$109,400. The estimated actual expenditures were \$109,185.63, which is the salary of the district family engagement coordinator for this school year.

Action 4.3 -The budgeted expenditures for this action was \$0. The estimated actual expenditures has remained the same, no material differences.

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

We continue to make progress on this particular goal in supporting our students from low income families. Math continues to be a focus for students who are from low income families. Through other goals and actions, we have provided students with supports from instructional aides that focus on math. The students' academic progress continues to be a focus for the school sites. We want to ensure that students from low income families feel well supported and connected to their schools so that they are in the right frame of mind to be present during instruction.

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.

As an important part of the LCAP development, reflections on current goals, actions, and services is something we take seriously. District staff has made every effort to allow for time to reflect with our LCAP+Equity Team, DELAC, and certificated/classified union members. Upon

reflecting on our LCAP goal 4 and it's action, no changes will be made to the planned goal, metrics, outcomes, or actions for the coming year.

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

# Goals and Actions

## Goal

Goal #	Description
5	<p>Broad Goal: Over a three-year period of time, MPCSD staff will support the social-emotional development of each child, paying close attention to our underrepresented students, with a particular focus on increasing student emotional regulation skills with the desired effect of building student resilience, communication, compassion, and persistence. This will be evidenced by a ten (10) percentage point increase in the overall score of the Panorama Student SEL Survey’s “Emotional Regulation” composite score.</p> <p>* - SWD, SED, ELL, Homeless, Foster Youth, first-generation college students, race/ethnicity (H/AA/PI), and gender identity status</p>

An explanation of why the LEA has developed this goal.

An analysis of the California Dashboard data was done on student suspension and chronic absenteeism. The suspension data shows that our underrepresented students are suspended at a slightly higher rate than their peers. English language learners, 1.6% suspended at least once, Pacific Islander students, 2.6% suspended at least once, and our students with disabilities, 2% suspended at least once. The chronic absenteeism data shows that our underrepresented students are suspended at a slightly higher rate than their peers. English language learners, 5.1% chronically absent, Pacific Islander students, 13.5% chronically absent, and our students with disabilities, 8.7% chronically absent.

Our goal was developed based on stakeholder input through our LCAP development process. MPCSD's Educational Services and Student Services have developed a plan to improve student suspension rates and chronic absenteeism for our underrepresented students and will measure progress towards our goal using the identified metrics below.

State Priorities:  
Priority 5: Pupil Engagement (Engagement)  
Priority 6: School Climate (Engagement)

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Percentage of underrepresented students reporting on “Emotional Regulation” on the annual Panorama (grades 3-8) “Emotional Regulation Scale.”	2020-2021 3.4 out of 5 Revised baseline 3-5: 68% 6-8: 70%	2021-2022 Total # of Under represented students (N=176) 3-5: 52%  Total # of Under represented students (N=154) 6-8: 68% *Panorama scoring changed from Mean Score to Percent Favorable Will be sunsetting mean score.			2023-24 5 *Panorama scoring changed from Mean Score to Percent Favorable Will be sunsetting mean score.  2023-24 3-5: 100% 6-8: 100%
Percentage of underrepresented students considered “chronically absent” based on the CDE definition and reflected in the CA Dashboard, at least once.	2018-19 California Dashboard: SED Students Performance Level Green: 9.4% “chronically absent” (Total # of Low SED Students 287)  Hispanic Students Performance Level Green: 4.8% “chronically absent” (Total # of Low Hispanic Students 482)  EL Students	2021-22 Pending CA Data Dashboard Results Results Based on Data Quest: SED Students “chronically absent”: 12.9% (Total # of Low SED Students 255)  Hispanic Students “chronically absent”: 6.9% (Total # of Hispanic Students 479)  EL Students “chronically absent”:			2023-24 2024 California Dashboard: SED Students Performance Level Green: 0% “chronically absent” (Total # of Low SED Students 287)  Hispanic Students Performance Level Green: 0% “chronically absent” (Total # of Low Hispanic Students 482)  EL Students

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>Performance Level Yellow: 5.1% “chronically absent” (Total # of EL Students 237)</p> <p>Pacific Islander Students Performance Level Yellow: 2.7% “chronically absent” (Total # of Pacific Islander Students 37)</p> <p>Students with Disabilities Performance Level Orange: 8.7% “chronically absent” (Total # of SWD Students 252)</p>	<p>1.7% (Total # of EL Students 160)</p> <p>Pacific Islander Students “chronically absent”: 21.9% (Total # of Pacific Islander Students 32)</p> <p>Students with Disabilities “chronically absent”: 1.9% (Total # of SWD Students 51)</p>			<p>Performance Level Yellow: 0% “chronically absent” (Total # of EL Students 237)</p> <p>Pacific Islander Students Performance Level Yellow: 0% “chronically absent” (Total # of Pacific Islander Students 37)</p> <p>Students with Disabilities Performance Level Orange: 0% “chronically absent” (Total # of SWD Students 252)</p>
Percentage of under represented students suspended at least once.	<p>2018-19 California Dashboard: SED Students Performance Level Green: 1.4% suspended at least once (Total # of Low SED Students 287)</p> <p>Hispanic Students Performance Level Yellow: 0.8% suspended at least once (Total # of</p>	<p>2021-22 Pending CA Data Dashboard Results Based on Data Quest: SED Students “suspended at least once”: 0% (Total # of Low SED Students 255)</p> <p>Hispanic Students “suspended at least once”: 0% (Total # of</p>			<p>2023-24 2024 California Dashboard: SED Students Performance Level Green: 0% suspended at least once (Total # of Low SED Students 287)</p> <p>Hispanic Students Performance Level Yellow: 0% suspended at least</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>Hispanic Students 485)</p> <p>EL Students Performance Level Orange: 1.6% suspended at least once (Total # of EL Students 243)</p> <p>Students with Disability Performance Level Orange: 2.0% suspended at least once (Total # of Low Students with Disability 253)</p> <p>Pacific Islander Students Performance Level Orange: 2.6% suspended at least once (Total # of Pacific Islander Students 38)</p>	<p>Hispanic Students 479)</p> <p>EL Students “suspended at least once”:0% (Total # of EL Students 160)</p> <p>Pacific Islander Students “suspended at least once”: 0% (Total # of Pacific Islander Students 32)</p> <p>Students with Disabilities “suspended at least once”: 0% (Total # of SWD Students 51)</p>			<p>once (Total # of Hispanic Students 485)</p> <p>EL Students Performance Level Orange: 0% suspended at least once (Total # of EL Students 243)</p> <p>Students with Disability Performance Level Orange: 0% suspended at least once (Total # of Low Students with Disability 253)</p> <p>Pacific Islander Students Performance Level Orange: 0% suspended at least once (Total # of Pacific Islander Students 38)</p>

## Actions

Action #	Title	Description	Total Funds	Contributing
5.1	5.1 Integrated Well Being and Healthy	Provide, develop, and implement vertically-aligned, developmentally appropriate curriculum and professional development for teachers and staff regarding * Social-emotional learning * Character Education	\$15,000.00	No

Action #	Title	Description	Total Funds	Contributing
	Collaborative Relationships	<ul style="list-style-type: none"> <li>*Citizenship Education</li> <li>*Bully Response/Prevention</li> <li>*Consent, and</li> <li>*Implicit Bias, including the history of Race and Inequity.</li> <li>*Site administrator and school counselor training on RULER curriculum</li> <li>*Staff development on best practices for integrating social-emotional learning in the classroom, including naming and regulating emotions</li> <li>*Implement Restorative Practices at all sites</li> <li>*SEL Group will serve as an advisory for the district on social-emotional initiatives and best practices.</li> </ul>		

## 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.

MPCSD places a tremendous amount of importance on social-emotional development of each child, paying close attention to our underrepresented students, with a particular focus on increasing student emotional regulation skills with the desired effect of building student resilience, communication, compassion, and persistence. This goal has been implemented as planned.

5.1 Integrated Well Being and Healthy Collaborative Relationships- The district provided the opportunity to send administrators from all four schools and staff to the RULER training. The training provided an overview on curriculum and materials that focused on best practices for integrating social-emotional learning in the classroom, including naming, and regulating emotions. The work on creating and implementing a vertically aligned, developmentally appropriate curriculum is work that still needs to take place. This year, all efforts have been focused on professional development.

For this goal we did not have any substantive differences in planned actions and actual implementation of these actions. All actions carried out as planned.

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

Here is an explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures:



Action 5.1-The budgeted expenditures for this action was \$15,000. The estimated actual expenditures was \$9,152.51. The funds were spent on sending staff to training on the RULER curriculum and materials that focused on best practices for integrating social-emotional learning in the classroom, including naming, and regulating emotions. The anticipated cost was much less than what was budgeted.

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

The Menlo Park City School District is committed to providing and supporting the social emotional and well-being of students and staff. The district has worked diligently to develop the vision for learning environments that we aspire to across the MPCSD. The district has developed the Whole Child Learning and Development Framework. The framework details five elements: Healthy & Collaborative Relationships, Integrated Well-Being, Learner Centered, Competency & Evidence Based, and Meaningful Work. In order to address student and staff need as we returned to school, we focused on the Healthy & Collaborative Relationships and Integrated Well-Being. We are making great progress on goal 4, the District SEL working group launched a working relationship with the Yale Center for Emotional Intelligence lead by Dr. Mark Brackett in 2020-21. The MPCSD administrators and staff began training on RULER this year as planned. This is an evidence-based approach to social and emotional learning (SEL) developed at the Yale Center for Emotional Intelligence. RULER supports the entire school community in: understanding the value of emotions, building the skills of emotional intelligence, and creating and maintaining a positive school climate. We will continue to make progress towards this goal as we have this school year.

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.

As an important part of the LCAP development, reflections on current goals, actions, and services is something we take seriously. District staff has made every effort to allow for time to reflect with our LCAP+Equity Team, DELAC, and certificated/classified union members. Upon reflecting on our LCAP goal 5 and it's action, There is one change to how we report the following metric: Percentage of underrepresented students reporting on "Emotional Regulation" on the annual Panorama (grades 3-8) "Emotional Regulation Scale." Panorama scoring changed from Mean Score to Percent Favorable. MPCSD will be sunsetting mean score.

**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
6	<p>Broad Goal: Over a three-year period of time, increase by 20% the total level of underrepresented parent participation in school programs and district events with the intent to create opportunities for learning, feedback, and governance (either by increased levels of participation in existing programs or by increasing the number of programs) as measured by the parent participation.</p> <p>Parent connections, sense of belonging</p>

An explanation of why the LEA has developed this goal.

An analysis of the parent attendance data to our district governance committees and parent events suggests that although we have a good participation number, our underrepresented families are still slightly under.

DELAC average attendance 36 EL Parents  
 Parent Cafe average attendance 30 Low Socio-Economically Disadvantaged Parents  
 Parent Speaker's Series average attendance 83 District Parents  
 LCAP+Equity average attendance 2 underrepresented parents

Our goal was developed based on stakeholder input through our LCAP development process. MPCSD will continue to strengthen outreach with underrepresented families and will measure progress towards our goal using the identified metrics below.

State Priorities:  
 Priority 3: Parental Involvement (Engagement)

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Percentage of underrepresented families reporting	2020-2021 36%	2021-22			2023-24 100%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
feeling “connected” or “very connected” in their learning on the annual Panorama (grades 3-8) “Family Engagement Scale.”		Total # of Under represented parents: TBD 58%			
Increase the number of College Bound parents on governance committees ( LCAP+Equity, DELAC).	2020-2021 DELAC average attendance (36 EL Parents) Parent Cafe average attendance (30 Low Socio-Economically Disadvantaged Parents) Parent Speaker's Series average attendance (83 District Parents) LCAP+Equity average attendance (2 underrepresented parents)	2021-22 DELAC average attendance (21 EL Parents) Parent Cafe average attendance (30 Low Socio-Economically Disadvantaged Parents) Parent Speaker's Series average attendance (116 District Parents) LCAP+Equity average attendance (2 underrepresented parents)			2023-24 DELAC average attendance (200 EL Parents) Parent Cafe average attendance (100 Low Socio-Economically Disadvantaged Parents) Parent Speaker's Series average attendance (200 District Parents) LCAP+Equity average attendance (10 underrepresented parents)
Percentage of EL parents reporting awareness of child’s progress in learning English on the annual MPCSD LCAP/EL Parent Survey.	2020-2021 0% (Baseline Data will be available at the end of 2021-22)	2021-22 Total # of EL parents that completed the survey (N=29) 91.7% of EL parents reporting awareness of child’s progress in learning English on the annual MPCSD LCAP/EL Parent Survey.			2023-24 100%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24

## Actions

Action #	Title	Description	Total Funds	Contributing
6.1	6.1 Integrated Well Being, Healthy and Collaborative Relationships	<p>Develop strategic outreach and support of our traditionally underrepresented students--low SES, ELL, first-generation college students, and ethnic minorities--while increasing staff knowledge and understanding for the experiences of a diverse student body and support for teachers, staff, and students to understand how their own unconscious bias leads to behaviors, habits, values, and practices that allow inequities to exist.</p> <ul style="list-style-type: none"> <li>* Host Parent Speaker Series to provide our parents with a variety of relevant parenting and school-related topics</li> <li>* Host four DELAC meetings per year in order to provide English Learner parents with information about how to best support their child's success in school, provide feedback about the English Language Learner program, as well as opportunities to provide input on governance.</li> <li>* Host Parent Cafes in collaboration with parents to identify/address relevant topics on how to support students with their learning</li> <li>* Use of parent communication tools (ParentSquare, Seesaw) to ensure all parents receive school communication and stay connected to the child's classroom</li> <li>* Counselors will provide outreach to College Bound families in order to increase the connection between home and school</li> <li>* Conduct home visits to provide convenience and outreach to families that require resources on how to support their children's mental health, wellness, and academics</li> </ul>	\$30,000.00	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.

MPCSD is committed to increasing the underrepresented parent participation in school programs and district events with the intent to create opportunities for learning, feedback, and governance as measured by the parent participation. As a district, we are still experiencing the effects of the pandemic as communities return to a sense of normal life. We are finding the levels of participation not as robust as prior to COVID. We continue to carry out this goal as planned, no substantive differences in the planned action. The one difference in how we have implemented our parent engagement events has been that events have been held on zoom, different than pre-pandemic.

Action 6.1 Integrated Well Being, Healthy and Collaborative Relationships: MPCSD carried out it's strategic outreach and support of our traditionally underrepresented students upon returning to school from a pandemic school year. Although the events are not as robust in attendance, opportunities for low SES, ELL, first-generation college students, and ethnic minorities were presented. Professional development to support staff knowledge and understanding for the experiences of a diverse student body and understanding how their own unconscious bias leads to behaviors, habits, values, and practices that allow inequities to exist continues to be at work for Menlo Park City School District.

For this goal we did not have any substantive differences in planned actions and actual implementation of these actions. All actions carried out as planned.

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

Action 6.1-The budgeted expenditure for this action was \$30,000. The estimated actual expenditure was \$2000. For this expenditure, there were significant material differences between the budgeted expenditures and estimated actual expenditures. The difference of \$28,000 was due to the fact that our Menlo Park Education Foundation paid for most of the events. The district paid \$1,000 for one Health Connected Education event and \$1,000 for additional costs. The \$2,000 was for the additional cost of \$1000 and \$1000 for the Health Connected Education event.

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

The overall effectiveness and success of the action have been extremely positive. We continue to get parents participating in our district events. Even though the pandemic has forced us to move all events online, we continue to encourage participation. A continued challenge has been identifying a measurable metric other than participation/attendance. It is also hard to gauge since many of our parents are from

overseas and often come for a short period of time. One parent group that we did notice a decline in participation in the Parent Cafe for the low-income families.

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.

As an important part of the LCAP development, reflections on current goals, actions, and services is something we take seriously. District staff has made every effort to allow for time to reflect with our LCAP+Equity Team, DELAC, and certificated/classified union members. Upon reflecting on our LCAP goal 6 and it's action, no changes will be made to the planned goal, metrics, outcomes, or actions for the coming year.

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

# 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)
\$643,766	N/A

## 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
2.56%	0.00%	\$0.00	2.56%

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.

### Goal 2, Action 1-Homeless and Foster Youth Support Services

Upon returning to school from a pandemic year with our homeless/foster youth students' needs were magnified. As a district we want to consider the needs, conditions, and circumstances of our homeless/foster youth students. Our family liaison partners with the schools to ensure that the students who need academic and behavior supports receive them. As a way of prioritizing our Homeless and Foster Youth, student Services and Ed Services meet on a regular basis to discuss and plan for the needs of our foster youth and homeless students. Through the ongoing consultation and input from the LCAP+Equity Team, the district continue to improve upon the practices to ensure equitable access (including priority access, as appropriate) to academic supports (such as tutoring, summer school, extended learning time) and counseling for youth in foster care and homeless housing status.

According to a research summary called "Supporting Homeless Children and Youth through Proactive and Positive Behavior Management and Intervention Practices reinforced the importance of response to intervention. Our current action reflects the intervention structures that we will continue to define. We believe that this action will help us meet our goal. We believe that providing additional academic support such

as summer school, counseling, and tutoring opportunities will have a dramatic impact on meeting the goals for our homeless and foster youth. We will continue to monitor progress through the metrics listed in goal 2.

### Goal 3, Action 1-Addressing Significant Disproportionality

Menlo Park City School District continues to be identified by the state as having significant disproportionality in the number of English Language Learners and Hispanic/Latinos that have qualified for special education even though the district has made progress. Still, many general education teachers are referring English Language Learners to special education. In consideration of this significant disproportionality, the English Language Learners, Special Education, and Ed Services have organized a Multi-Tiered Systems of Support governance team to discuss how we might be able to support the general education teacher with additional supports to address the significant disproportionality in special education referrals for our English Language Learners. Upon reflection, we will include our EL Specialists and our Reading Specialists to be a part of the governance team. MPCSD will continue to offer Professional Development and Training on General Education Interventions and supports for English Learners.

This year, we paused many of our professional development due to teacher fatigue. Our staff exhibited stress upon returning to campus this year after a pandemic school year. We do believe that this action, continued, will help us meet our goal. Effective professional development allows for teachers to be able to develop and strengthen their skills set to be able to meet the needs of a diverse student population. We believe that one of the best investments in our teachers, that would have a direct impact on our students, is to provide them with effective professional development, for a direct approach to meeting our goal in serving our English Language Learners. We will monitor progress through the metrics listed in goal 3.

### Goal 3, Action 2-Addressing Significant Disproportionality

After reviewing the needs, conditions, and circumstances of our English Learners and Hispanic/Latinos, we learned that MPCSD was identified by the state as having significant disproportionality in the number of English Language Learners and Hispanic/Latinos that have qualified for special education. As a way of prioritizing our English Language Learners and Hispanic/Latinos, our English Language Services Coordinator, Special Education, and Ed Services organized a Multi-Tiered Systems of Support governance team to discuss how we can provide a portion of English Learner services in the general education classroom setting. Modeling strategies and supports for general educators and enhancing collaboration/communication.

We believe that this action will help us meet our goal, effective coaching allows for teachers to be able to develop and strengthen their skills set to be able to meet the needs of a diverse student population in a safe and supportive approach. We believe that peer-to-peer coaching one of the best approaches in supporting our teachers to have a direct impact on their students so that they can provide them with effective



instruction, a direct approach to meeting our goal in serving our English Language Learners. We will monitor progress through the metrics listed in goal 3.

#### Goal 3, Action 4-Targeted Academic Intervention

Based on MPCSD's internal audit last year, Encinal and Laurel continue to have the higher caseloads of English Language learners. Encinal is serving 75 EL students and Laurel is serving 51 EL students when compared to the other two schools' EL students with 17 at Oak Knoll and 18 at Hillview. As a way of prioritizing our English Language Learners, MPCSD will continue to provide increased EL Support and intervention specialist (on top of the current EL support allocation) for Encinal and Laurel School. This additional support will allow these schools to provide targeted academic interventions to accelerate learning and address student needs. In the upcoming school year, our EL Specialists will be joining the Reading Specialists in attending the district's MTSS Governance team for progress monitoring updates as we identify the opportunity gaps.

This action was carried over from the 21-22 LCAP with a new addition of intervention support as we believe that this action will help us meet our goal. We have seen in our reclassification rates, a high number of students that become RFEP as a result of the increased services. The increased intervention support resources/staff to those school sites (Encinal and Laurel) that have larger caseloads of EL students will continue next year as it has been a promising practice. This additional support will allow the two schools to provide target academic interventions to accelerate learning, address English Language Learners' needs, and meet our goals for our English Language Learners. We will monitor progress through the metrics listed in goal 3.

#### Goal 3, Action 6-Targeted Academic Intervention

As mentioned above, MPCSD will continue to provide high-quality English Language support by ensuring a baseline number of English Language Development (ELD) specialists and ELD instructional aides. All sites will continue to receive ELD instructional aides as well as professional development to support our EL students.

As a district, we continue to see the benefits that students are receiving through the EL instructional aides support. The EL instructional aides are able to provide intentional reviews for our students and individualize the students' academics so that students can have access to the core content. This support is provided to all sites and we have seen great success. We will continue to monitor progress through the metrics listed in goal 3.

#### Goal 4, Action 2-Family Engagement

Our district continues to serve an average of 14% of our underrepresented students scoring standards nearly/not met. We continue to prioritize our most vulnerable learners and partner with our parents. Our District and Early Learning Center Family Engagement Liaisons will

provide outreach to Low SED families in order to increase the connection between home and school. Outreach can include individual needs assessment, parent events, and parent education.

Although our 2021-22 Panorama survey data only showed that 32.9% of parents reporting being meaningfully engaged in their children's school, we still believe that this action will help us meet our goal, having engaged parents increases the connection that parents have with the school and their teachers. The family engagement liaison works on developing, implementing, and maintains parent outreach as a way to support the empowerment of our parents. This action is one that we've had in the first LCAP, due to its success we are continuing this action item to help reach our goal in better serving our most vulnerable families. We will monitor progress through the metrics listed in goal 4.

#### Goal 4, Action 3-Transportation Service

This past year, we surveyed our under represented parents, the administrators, and our family liaison coordinator to learn more about their experiences on our transportation services. We found out two things, first we found out that students who ride the bus are tired because the bus ride is up to an hour and they have to get up early to catch the bus. Secondly, students continue to feel left out of some of the after school programs because they have to catch the bus straight after school. This has an impact on student wellness and academics. Last year, we intended to audit the bus ride as a way to collect more data and talk to kids on their experiences as well as brain storm solutions since one would have a better understanding of the situation. Unfortunately, due to the ongoing pandemic, this action was not realized.

We still believe that this action will help us meet our goal, many of our most vulnerable learners that are a part of the Tinsley transfer program live in East Palo Alto. The bus ride can take up to an hour. Students who live in East Palo Alto have to get up much earlier than their classmates to make the commute to school. Also, when school gets out, they have to take the bus home which impacts their ability to participate in any after school tutoring, sports, or other activities such as drama or music. This action will help us see where our opportunities are to help improve our most vulnerable students' wellness and connectedness to school, which will help us reach our goal. We will monitor progress through the metrics listed in goal 4.

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

MPCSD calculates its targeted funds to be \$625,433 for the fiscal year 2022-2023. These targeted funds address the LCAP goals used to be directed principally to unduplicated students to increase and improve services for low-income pupils, English learners, and homeless/foster youth. The LCAP goals are intended to increase and/or improve services and to all students, and to subgroups of students (e.g., ELs, foster

youth, low income, and other numerically significant subgroups). Goals were identified based on an assessment of student and district needs and the engagement of district stakeholders.

MPCSD spends far more than the Supplemental grant on its unduplicated students. MPCSD expects to use the \$625,433 (which represents the Supplemental funds for the 2022-23 school year) to pay the salaries of the four EL Specialists at each site and two additional Bilingual Aides that support EL students in the Spanish Immersion and English-Only programs. Additional district and federal funds are used to provide high-quality instruction, materials, and support for all our unduplicated students above and beyond the Supplemental Grant. The District's percentage of unduplicated students is 14% (366 students in 2021-2022). The LCAP goals are to be supported in part by the targeted funds which will be principally directed towards the unduplicated pupils.

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.

Menlo Park City School District does not receive additional concentration grant as a community funded school district as well as the fact that our under represented student population is less than 55%.

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	1:(5-10)	NA
Staff-to-student ratio of certificated staff providing direct services to students	1:24	NA

## 2022-23 Total Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$1,623,892.00	\$204,000.00	\$296,500.00	\$167,000.00	\$2,291,392.00	\$1,961,392.00	\$330,000.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.1	1.1 Healthy and Collaborative Relationships	All	\$115,000.00	\$0.00	\$0.00	\$0.00	\$115,000.00
1	1.2	1.2 Integrated Well-Being	All	\$10,000.00	\$0.00	\$0.00	\$0.00	\$10,000.00
1	1.3	1.3 Family and Community Engagement	All	\$10,000.00	\$0.00	\$0.00	\$0.00	\$10,000.00
2	2.1	2.1 Homeless and Foster Youth Support Services	Foster Youth Low Income	\$3,000.00	\$0.00	\$0.00	\$0.00	\$3,000.00
2	2.2	2.2 Professional Development on Multi-Tiered Systems of Support	All	\$10,000.00	\$0.00	\$0.00	\$80,000.00	\$90,000.00
2	2.3	2.3 Collaboration on Multi-Tiered Systems of Support	All	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2	2.4	2.4 Implementation of Learning Management System	All	\$0.00	\$0.00	\$46,500.00	\$0.00	\$46,500.00
2	2.5	2.5 Competency and Evidence Based Grading Practices	All	\$52,500.00	\$0.00	\$0.00	\$0.00	\$52,500.00
2	2.6	2.6 Targeted Academic Intervention	All	\$400,000.00	\$0.00	\$0.00	\$0.00	\$400,000.00
2	2.7	2.7 Competency and Evidence Grading	All	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
3	3.1	3.1 Addressing Significant Disproportionality	English Learners	\$17,000.00	\$0.00	\$0.00	\$15,500.00	\$32,500.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
3	3.2	3.2 Addressing Significant Disproportionality	English Learners	\$17,000.00	\$0.00	\$0.00	\$15,500.00	\$32,500.00
3	3.3	3.3 Implementation of Multi-Tiered Systems of Support	English Language Learners, Foster Youth, and Homeless Students All Students with Disabilities	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
3	3.4	3.4 Targeted Academic Intervention	English Learners	\$334,646.00	\$0.00	\$125,000.00	\$56,000.00	\$515,646.00
3	3.5	3.5 Extended Learning Time	EL, SPED All Students with Disabilities	\$165,000.00	\$200,000.00	\$0.00	\$0.00	\$365,000.00
3	3.6	3.6 Targeted Academic Intervention	English Learners	\$334,646.00	\$0.00	\$125,000.00	\$0.00	\$459,646.00
4	4.1	4.1 Integrated Well-Being	All	\$0.00	\$4,000.00	\$0.00	\$0.00	\$4,000.00
4	4.2	4.2 Family Engagement	English Learners Foster Youth Low Income	\$109,600.00	\$0.00	\$0.00	\$0.00	\$109,600.00
4	4.3	4.3 Transportation Service	English Learners Foster Youth Low Income	\$500.00	\$0.00	\$0.00	\$0.00	\$500.00
5	5.1	5.1 Integrated Well Being and Healthy Collaborative Relationships	All Students with Disabilities	\$15,000.00	\$0.00	\$0.00	\$0.00	\$15,000.00
6	6.1	6.1 Integrated Well Being, Healthy and Collaborative Relationships	All Students with Disabilities	\$30,000.00	\$0.00	\$0.00	\$0.00	\$30,000.00

## 2022-23 Contributing Actions Tables

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
\$25,111,997	\$643,766	2.56%	0.00%	2.56%	\$816,392.00	0.00%	3.25 %	<b>Total:</b>	\$816,392.00
								<b>LEA-wide Total:</b>	\$464,746.00
								<b>Limited Total:</b>	\$334,646.00
								<b>Schoolwide Total:</b>	\$17,000.00

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 (%)
2	2.1	2.1 Homeless and Foster Youth Support Services	Yes	LEA-wide	Foster Youth Low Income	All Schools	\$3,000.00	
3	3.1	3.1 Addressing Significant Disproportionality	Yes	LEA-wide	English Learners	All Schools	\$17,000.00	
3	3.2	3.2 Addressing Significant Disproportionality	Yes	Schoolwide	English Learners	Specific Schools: Hillview, Laurel	\$17,000.00	
3	3.4	3.4 Targeted Academic Intervention	Yes	Limited to Unduplicated Student Group(s)	English Learners	Specific Schools: Encinal and Laurel	\$334,646.00	
3	3.6	3.6 Targeted Academic Intervention	Yes	LEA-wide	English Learners	All Schools	\$334,646.00	
4	4.2	4.2 Family Engagement	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$109,600.00	
4	4.3	4.3 Transportation Service	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$500.00	

## 2021-22 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$2,865,944.68	\$2,630,930.86

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	1.1 Healthy and Collaborative Relationships	No	\$5,000.00	\$114,503.69
1	1.2	1.2 Integrated Well-Being	No	\$10,000.00	\$10,700.00
1	1.3	1.3 Family and Community Engagement	No	\$10,000.00	\$629.54
2	2.1	2.1 Homeless and Foster Youth Support Services	Yes	\$3,000.00	\$10,909.59
2	2.2	2.2 Professional Development on Multi-Tiered Systems of Support	No	\$90,000.00	\$0.00
2	2.3	2.3 Collaboration on Multi-Tiered Systems of Support	No	\$0.00	\$0.00
2	2.4	2.4 Implementation of Learning Management System	No	\$60,000.00	\$155,072.00
2	2.5	2.5 Competency and Evidence Based Grading Practices	No	\$50,000.00	\$0.00
2	2.6	2.6 Targeted Academic Intervention	No	\$558,512.00	\$603,169.00
2	2.7	2.7 Competency and Evidence Grading	No	\$0.00	\$0.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
3	3.1	3.1 Addressing Significant Disproportionality	Yes	\$44,343.68	\$64,942.86
3	3.2	3.2 Addressing Significant Disproportionality	Yes	\$0.00	\$0.00
3	3.3	3.3 Implementation of Multi-Tiered Systems of Support	No	\$0.00	\$0.00
3	3.4	3.4 Targeted Academic Intervention	Yes	\$400,000.00	\$459,017.95
3	3.5	3.5 Extended Learning Time	No	\$650,000.00	\$810,298.31
3	3.6	3.6 Targeted Academic Intervention	Yes	\$825,689.00	\$276,276.49
4	4.1	4.1 Integrated Well-Being	No	\$5,000.00	\$5,073.29
4	4.2	4.2 Family Engagement	Yes	\$109,400.00	\$109,185.63
4	4.3	4.3 Transportation Service	Yes	\$0.00	\$0.00
5	5.1	5.1 Integrated Well Being and Healthy Collaborative Relationships	No	\$15,000.00	\$9,152.51
6	6.1	6.1 Integrated Well Being, Healthy and Collaborative Relationships	No	\$30,000.00	\$2,000.00



## 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)
\$597,065	\$880,632.68	\$893,511.91	(\$12,879.23)	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)
2	2.1	2.1 Homeless and Foster Youth Support Services	Yes	\$200.00	\$10,909.59		
3	3.1	3.1 Addressing Significant Disproportionality	Yes	\$44,343.68	38,123.20		
3	3.2	3.2 Addressing Significant Disproportionality	Yes	\$0.00	\$0.00		
3	3.4	3.4 Targeted Academic Intervention	Yes	\$10,000.00	\$459,017.00		
3	3.6	3.6 Targeted Academic Intervention	Yes	\$825,689.00	\$276,276.49		
4	4.2	4.2 Family Engagement	Yes	\$400.00	\$109,185.63		
4	4.3	4.3 Transportation Service	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)
\$23,414,364	\$597,065	0.00%	2.55%	\$893,511.91	0.00%	3.82%	\$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](mailto: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 <b>2021–22</b> .	Enter information in this box when completing the LCAP for <b>2021–22</b> .	Enter information in this box when completing the LCAP for <b>2022–23</b> . Leave blank until then.	Enter information in this box when completing the LCAP for <b>2023–24</b> . Leave blank until then.	Enter information in this box when completing the LCAP for <b>2024–25</b> . Leave blank until then.	Enter information in this box when completing the LCAP for <b>2021–22</b> 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).

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