



LCFF Budget Overview for Parents

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

CDS Code: 41689650000000

School Year: 2023-24

LEA contact information:

Kristen Gracia

Superintendent

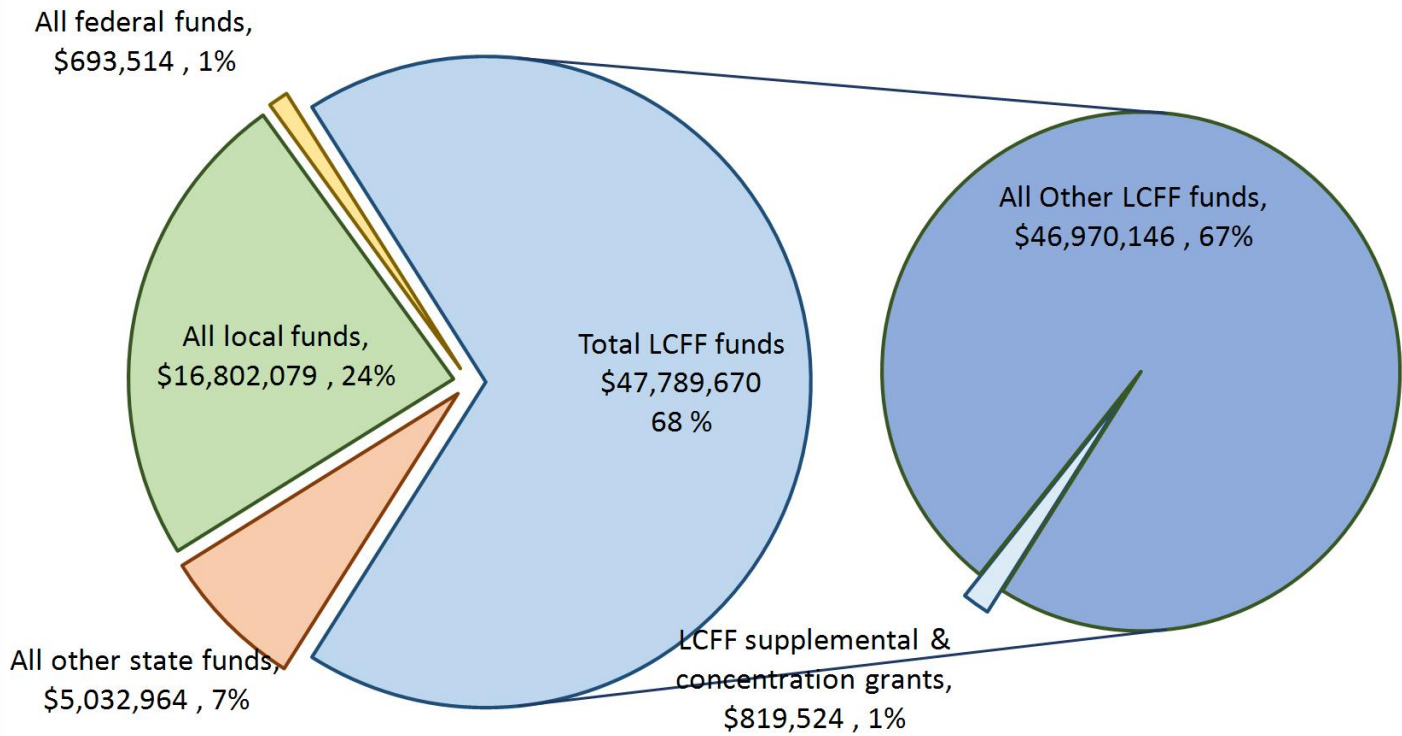
kgracia@mpcsd.org

(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 2023-24 School Year

Projected Revenue by Fund Source

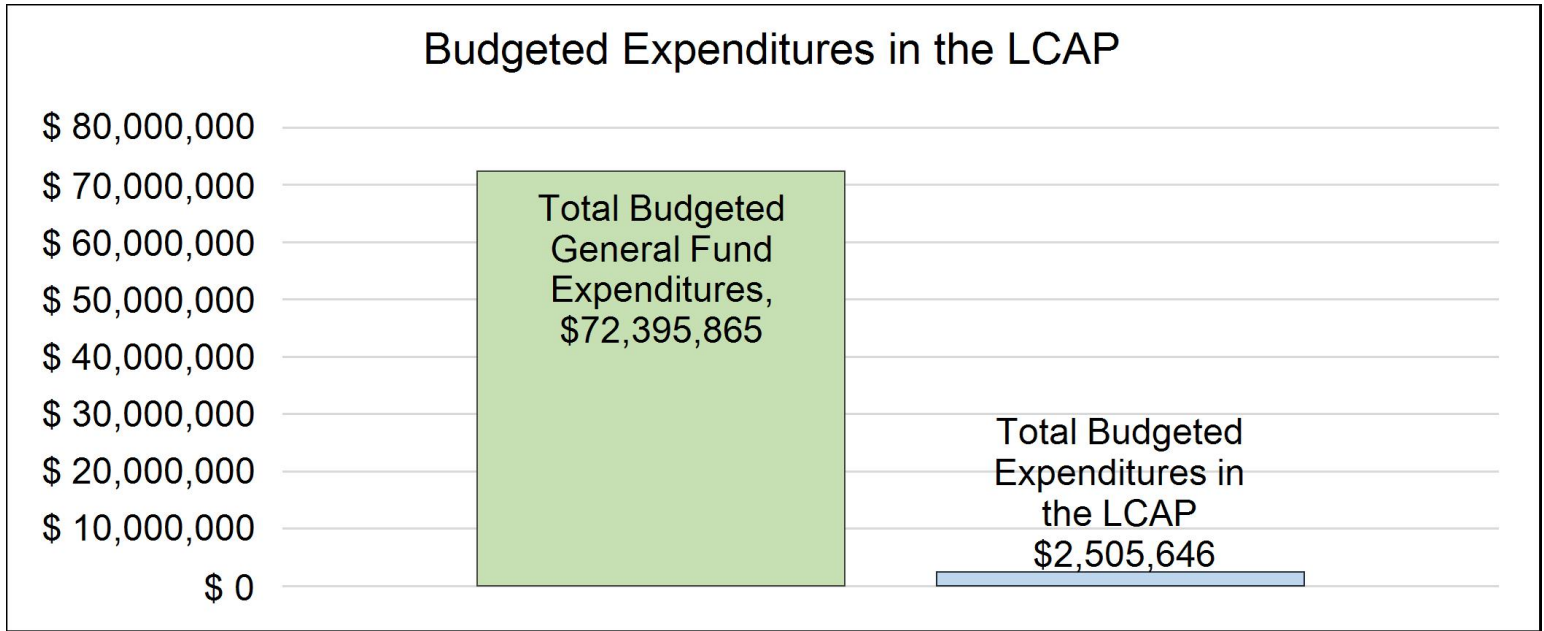


This chart shows the total general purpose revenue Menlo Park City Elementary School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Menlo Park City Elementary School District is \$70,318,227, of which \$47,789,670 is Local Control Funding Formula (LCFF), \$5,032,964 is other state funds, \$16,802,079 is local funds, and \$693,514 is federal funds. Of the \$47,789,670 in LCFF Funds, \$819,524 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 2023-24. 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 \$72,395,865 for the 2023-24 school year. Of that amount, \$2,505,646 is tied to actions/services in the LCAP and \$69,890,219 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

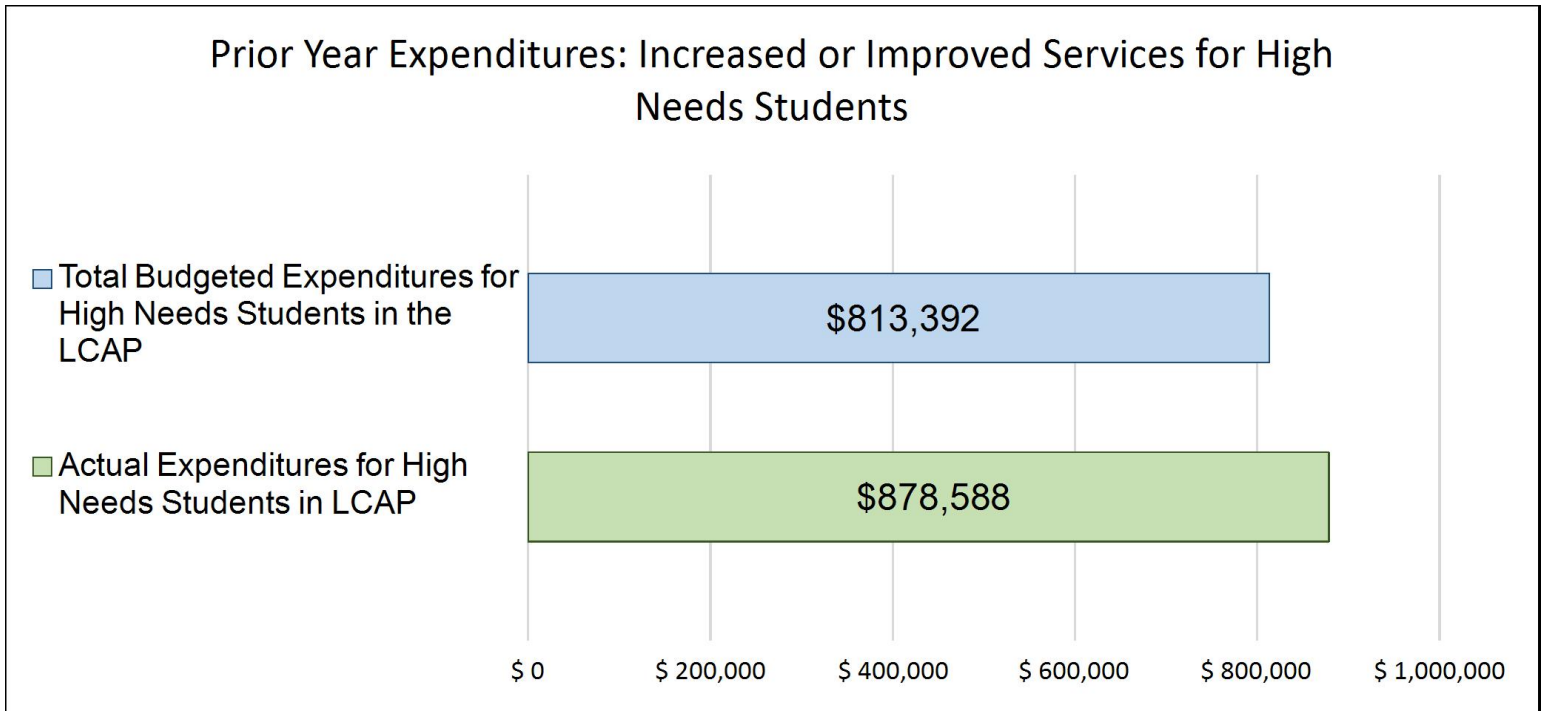
District Office, Administration, Site Expenditures, M.O.T (maintenance, operations, transportation), ongoing Technology, non-instructional expenses, and staff salaries/benefits.

Increased or Improved Services for High Needs Students in the LCAP for the 2023-24 School Year

In 2023-24, Menlo Park City Elementary School District is projecting it will receive \$819,524 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 \$820,646 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 2022-23



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 2022-23, Menlo Park City Elementary School District's LCAP budgeted \$813,392 for planned actions to increase or improve services for high needs students. Menlo Park City Elementary School District actually spent \$878,588 for actions to increase or improve services for high needs students in 2022-23.



Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Menlo Park City Elementary School District	Kristen Gracia Superintendent	kgracia@mpcsd.org (650) 321-7140

Plan Summary [2023-24]

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 an inclusive district that articulates its vision for learning environments, leveraging the thinking of diverse perspectives across our community through the district’s Whole Child Learning & Development Framework. This framework is the North star in how the school district serves a diverse population of families living in parts of Menlo Park, Atherton, East Palo Alto, and unincorporated San Mateo County. The Whole Child Learning and Development Framework focuses on three learning elements: Meaningful Work, Competency, and Evidence-based and Learner-Centered. The three elements are built on the foundational aspects of Integrated Well-being and Healthy and Collaborative Relationships.

As a medium-sized K-8 school district of 2,700 students, MPCSD boasts award-winning schools on five different campuses--one preschool program, the Early Learning Center serving students 3-5 years old, 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 neighboring K-8 districts--Las Lomas and Ravenswood--in matriculating to Menlo-Atherton High School in the Sequoia Union High School District. 50% of our students are white, 19% are Hispanic or Latino, 11% are multiracial, 16% are Asian, and 4% belong to other ethnic groups. 6% of our students are English Learners, 10% qualify for Free and Reduced Lunch, and 8% receive Special Education support. In 2018-2019, MPCSD opened its doors to its first Early Learning Center (ELC) for students ages 2.9-5. 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 local taxpayers rather than the State of California (LCFF). Total revenue for the fiscal year 2022-23 is \$70 Million of which 64% is from property tax revenues, 16% is funded with parcel tax revenue, 6% is gifted to the district by the outstanding efforts of the Menlo Park Atherton Education Foundation and 2% from other local generous donors. About 12% is generated from Federal, State - LCFF minimum guarantees and other sources.

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 report is aligned with the expected measurable outcomes included for the purpose. The goal description organizes the actions and expected results cohesively and consistently. The goal description is specific enough to be measurable in either quantitative or qualitative terms.

As part of developing the 2021-24 LCAP, we collect 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. 2023-2024 will be the district's last year of the 3-year LCAP plan. 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.

Menlo Park City School District (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.

In general, the results of the 2022 Smarter Balanced Summative Assessments suggest that as a traditionally high-performing district, MPCSD continues to show promising results continuing to increase achievement for Socioeconomic Disadvantaged students. Specifically, SED students showed a 4% increase in ELA from 2019 to 2022, contributing to a 22% increase from 2017 to 2022, and SED students showed a 3% increase in Mathematics from 2019-2022, contributing to an 11% increase from 2017 to 2022. Although the 2022 increase does not seem drastic, it is significant as achievement continues to increase, even through pandemic instruction and learning. Recently the results of the National Assessment of Education Progress (NAEP) test, which measured reading and mathematics in 9-year-olds from the cusp of the pandemic in the winter of 2020 to the winter of 2022, were released. The results showed a national decline in achievement, with an average decline of 6% in reading and an average decline of 8% in mathematics. Notably, MPCSD schools have fostered continual achievement for Socioeconomic Disadvantaged students amid the pandemic.

Below are specific highlights that our underrepresented students have made from 2018-2019 to 2021-2022 (*Baseline from 2018-2019 due to COVID):

The percentage of students from Socio-Economically Disadvantaged families achieving “standard met” and “standard exceeded” on the state-adopted science assessment--CAST increased by 10%, from 2018-2019 to 2021-2022

The percentage of Ever-English Learner students achieving “standard met” and “standard exceeded” on the state-adopted science assessment--CAST increased by 4%, from 2018-2019 to 2021-2022

The percentage of English Learner students achieving “standard met” and “standard exceeded” on the state-English Language Arts assessment--CAASPP increased by 4%, from 2018-2019 to 2021-2022

Below are specific areas highlighted in the California Dashboard as growth that we will continue to monitor:

Chronic Absenteeism - All students (medium): Area of focus for under-represented students

Suspension Rates - All Students (very low): English Learners, Hispanic, Students with Disabilities (very low)

ELA Achievement - All Students (very high): Hispanic Students (high)

Mathematics Achievement - All students (very high): Area of focus for under-represented students

English Learner Progress Indicator-EL Learner Progress (High) 61% making progress towards English language proficiency

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

*English Language (EL) Specialists hired to serve at two of our elementary schools with a significant increase of EL students in the past three years have developed a training module working with enrichment specialists on integrating English Language Development (ELD) standards during music, art, and physical education.

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

*Site-based English Language Development specialists launched the ELD Observation Protocol for Teachers of English Learners (OPTTEL). The OPTTEL is an observation protocol designed to support educators in monitoring and evaluating the academic language use of EL students.

*Site-based English Language Development specialists have pushed into special education classes to provide direct support to EL students with learning differences.

*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, continues to have a positive impact on students entering middle school. 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 and determine programs, and services. This is then shared broadly within the multi-tiered systems of support. The key is clear communication among 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.

In general, the results of the 2022 Smarter Balanced Summative Assessments suggest that as a traditionally high-performing district, MPCSD continues to show strong results in both ELA and Mathematics. In the next year, there continues to be a concerted focus on increasing achievement in both ELA and Math for all of the underrepresented student groups, specifically College Bound, Hispanic, African American, Pacific Islander, Students with Disabilities, Socioeconomically Disadvantaged, English Learners, and Reclassified Fluent English Proficient (RFEP) students in order to respond to the effects that the pandemic has had on achievement. MPCSD will continue to formalize and strengthen the district Multi-Tiered System of Support (MTSS)* which includes a focus on math intervention, implementation of an asset-based math assessment (Mini MIRA) that identifies student math strengths and misconceptions in order to target instruction on key grade-level mathematical concepts. In addition, there will be a focus on progress monitoring English learners and RFEP students in order to ensure that they are accessing and achieving grade-level content.

Below are specific decelerations that our underrepresented students have made over the past 4 years, 2021-2024 (*Baseline from 2018-2019 due to COVID):

Over a 4 year period, the percentage of students from Students with Disabilities achieving “standard met” and “standard exceeded” on the state-adopted assessment for English Language Arts--CAASPP decreased by 10%

Over a 4 year period, the percentage of students from Students with Disabilities achieving “standard met” and “standard exceeded” on the state-adopted math assessment--CAASPP decreased by 10%

Over a 4 year period, the percentage of Students with Disabilities achieving “standard met” and “standard exceeded” on the state-adopted science assessment--CAST increased by 17%

Over a 4 year period, the percentage of EL students achieving “standard met” and “standard exceeded” on the state-adopted math assessment--CAASPP decreased by 10%

Below are specific areas highlighted in the California Dashboard that we will continue to monitor as our identified needs:

Chronic Absenteeism - All students (medium): Pacific Islander, Socio-Economically Disadvantaged (very high), English Learners, Hispanic, Students with Disabilities (high)

Suspension Rates - All Students (very low): Pacific Islanders (high), Socio-Economically Disadvantaged (medium)

ELA Achievement - All Students (low): Socioeconomically Disadvantaged Students, English Learners (medium)

Mathematics Achievement -All Students (very high): Socioeconomically Disadvantaged Students, Students with Disabilities (low), English Learners, Hispanic (medium)

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. This year, we started receiving ongoing consultation from Dr. Jarice Butterfield, State Performance Plan Technical Assistance facilitator. Dr. Butterfield will offer Professional Development to our leadership team, provide training on MPCSD MTSS Framework, and partner with MPCSD to provide training on general education interventions and supports to address the disproportionalities. Due to the plan implemented by MPCSD's Student Services Executive Director, the number of our English Language Learners identified as special education eligible has maintained with four students this year, compared to four students last year.

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.

Since 2019, Menlo Park City School District's (MPCSD) efforts to realize its mission have been encapsulated in the aspirational vision of its Whole Child Learning & Development Framework. The timing of this vision was on par with the development of the 2021-2024 LCAP, as it was a priority for MPCSD to have alignment between the Local Control Accountability Plan (LCAP), Site Plan for Student Achievement (SPSA), and our Whole Child Framework.

The Framework's five strategic elements reflect the district's priorities and reinforce the belief that Healthy & Collaborative Relationships and Integrated Well-Being are foundational to the success of our more academic and cognitive efforts: Learner Centered, Competency & Evidence Based, and Meaningful Work. The measurement of the Framework's success lies in how all students engage, achieve, and thrive.

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 District staff and Board's commitments to focusing the district's time, energy, and resources on making the elements a reality in our schools.

Our success in making progress towards 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.

The key features of this year's LCAP continues to center around goals that were developed based on the Whole Child Learning and Development Framework.

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.

Partnership with educational partners in Menlo Park City School District (MPCSD) is centric in how we develop, implement, and monitor district plans. We are proud of the partnership that we have with all of our educational partners. We recognize the importance of developing the Local Control Accountability Plan (LCAP) that reflects decisions made through meaningful engagement.

For the purpose of a continuous improvement science approach to MPCSD's three-year LCAP, we have implemented a process that provides us time to reflect on the work and the growth our students made over the course of 2022-23. Through our reflections and our commitment to prioritizing our underrepresented students, we were able to identify the strengths and opportunities to help inform our LCAP. This 2022-23 year, is the second implementation year of our three-year LCAP. 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.

2022-23 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-this team serves as MPCSD's Parent Advisory Committee)
- 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 2022-23

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 current LCAP.

Oct. 18, 2022: This is the first meeting where the team developed a deeper understanding of the work around LCAP, reviewed district LCAP goals, and analyzed CAASPP Data

Nov. 15, 2022: At this meeting, team members were provided an implementation and progress update on each goal.

Jan. 26, 2023: At this meeting, team members were provided a mid-year update on implementation, progress, and time to analyze trimester one local data which included both English/Language Arts & math benchmark data, social & emotional panorama data, attendance data, and discipline data.

Feb. 7, 2023: At this meeting, team members participated in a brainstorming process for the purpose of English Learner Visioning. The input and feedback from team members will inform Menlo Park City School District's English Learner Master Plan

May 18, 2023: Meeting canceled. An email was sent to members of the LCAP+Equity committee to provide feedback on the final LCAP draft.

June 1, 2023, LCAP Public Hearing
June 8, 2023, LCAP Board 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. MPCSD's Site Councils met anywhere between four to eight times per year. Ed Services provides a Site Council Training and input session before each academic year. The training/input session for the new site council members has been moved and will be conducted on August 30th, 2023.

DELAC

MPCSD has increased the visibility and impact of the District's English Language Advisory Committee (DELAC) due to 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:

Sept. 20, 2022: (DELAC Family Welcome)-The district hosted a welcome event for families to learn about DELAC and to connect with other families. 45 Participants

Nov. 8, 2022: (#1)-Review district EL program, goals, and reclassification; receive DELAC training. 37 Participants

Jan. 17, 2023: (#2-ELPAC)-Review written notifications (parent notification of continued EL status, parent notification of ELPAC testing). 27 Participants

Feb. 28, 2023: (LCAP Input & Parent Survey) -LCAP/CCESIS input session with parents and CAASPP update. 25 Participants

April 18, 2023: (Needs Assessment Survey & ELPAC Score Reports). 18 Participants

May 11, 2023: Bi-literacy Ceremony(Reclassification) @ Board Meeting. 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. TBD Participants

At most DELAC 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 have expanded representation at all DELAC meetings, our Parent Education Series, Open House, school events, and our Bi-literacy Achievement Award (RFEP) ceremony through 2023. 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 support to our College Bound families including providing assistance to numerous families registering in our school district, providing personal training to sign up for our new hot lunch program online, providing 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 7, 2023, 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.

College Bound BBQ August 10, 2022, Family Information Night (84 Families)

Parent Cafe October 8, 2022, (24 Parent Participants)

Parent Cafe March 4, 2023, (30 Parent Participants)

Parent Cafe June 3, 2023 (29 Parent Participants)

Feedback Analytics Team and Feedback February

The Feedback Analytics Team, comprised 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 April 7, 2023.

District Board Meetings

MPCSD follows the LCAP legislation guidelines that require us to conduct public hearings and provide copies of the LCAP Plan to the public. The 2023-24 LCAP plan will be available in the District Office for public review beginning Friday, May 26, 2023. The Board will conduct a public hearing on Thursday, June 1, 2023, Board Meeting. District staff will present the final LCAP to the Board for approval on Thursday, June 8, 2023, Board Meeting. Superintendent Kristen will respond in writing to any questions following the final sharing of the draft LCAP with 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 April 11, 2023. At this meeting, SMCOE provided in-depth consultation reviewing all 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 2022-23 calendar year, SELPA provided consultation on March 9, 2023, and 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 English Language Learners and parents of Students with Disabilities on February 28th, 2023, and on May 16, 2023, MPCSD received a confirmation letter stating that we had 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 2022-2023 Parent Speaker Series, participation continues to be low. Additionally, efforts are made by our Family Engagement Liaison to increase the attendance of our underrepresented parents at our parent education series. We hope to see participation of our non-English speaking and low-income families increase.

The 2022-23 events were as follows:

DINOSAUR NO MORE: FIRESIDE CHAT ON GENDER AND SEXUALITY FOR THE MODERN PARENT: A presentation by Liberty Hebron, LPCC from Children's Health Council- Thursday, September 22, 2022 at 6:30 p.m. (33 attendees)

HOW TO NAVIGATE THE TOP SOCIAL MEDIA APPS AND GET AHEAD OF DANGERS ONLINE: A presentation by author, podcaster, and founder of Smart Social Josh Ochs about how to keep kids safe with gaming, challenges, and other apps-Tuesday, October 11, 2022 at 6:30 p.m. (51 attendees)

2-PART MINI-SERIES: WHERE DID CHILDHOOD GO? PART 1: SCREENING OF DOCUMENTARY CHASING CHILDHOOD FOLLOWED BY PANEL DISCUSSION regarding themes of developing confident children and restoring the joy of childhood-Wednesday, November 9, 2022 at 6:30 p.m. (36 attendees)

PART 2: WITH JULIE LYTHCOTT-HAIMS: A presentation by Julie Lythcott-Haims to reflect on the mindsets and strategies parents can deploy in order to develop age-appropriate independence and promote a healthy childhood-Wednesday, November 16, 2022 at 6:30 p.m. (75 attendees)

HATE SPEECH: A conversation with Nancy Appel and Samantha Brown of the Anti-Defamation League about hate speech. What it is, how your children may be exposed to it, especially on-line, and how to talk to kids about building ally behavior-Tuesday, January 24, 2023 at 6:30 p.m. (40 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 (95 attendees)

TAKING IT PERSONALLY BY PROJECT CORNERSTONE: 6 week sessions focusing on tools for strengthening relationships with our kids. Project Cornerstone's "Take It Personally" 6-Week Research-Based Workshop Series: Tools for strengthening our relationships with our own kids and those in our community.

For each week during the 6-week course, parents come to share, discuss, and practice ways to show caring, give support, set boundaries, and build strong relationships that help youth succeed in school, friendships, and life! Questions such as "How do I talk to my kids so that they will listen?" and "How do I help my kids succeed in both school and life?" will be discussed. March-April, 2023. (25 attendees per session)

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 from the DELAC includes the following: Parents feel that teachers in the district should cultivate student curiosity. Families would like to understand better the sequence's scope to support students at home. Our parents feel connected to the schools, and feel our teachers understand the needs of their students. Our Family Engagement Coordinator continues to serve an important role in supporting our families and connecting parents to essential resources.

Association Membership (Certificated and Classified): Input for the plan from certificated and classified staff on how to best serve our unduplicated students was collected through a survey that addresses the Eight State Priorities on April 7, 2022-2023. Through the survey responses, our union members referenced ensuring that our district hires high-quality staff and examining salaries and positions needed. Offer quality professional development to all staff. Based on the feedback, our Human Resources Director has created a committee to plan for professional development for the 2023-24 school year.

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 serve their students best. The feedback provided included hiring more staff that reflect the underrepresented student populations, Latino/Hispanic staff.

MPCSD and SELPA:

For the 2022-23 calendar year, SELPA provided a consultation on April 11, 2022. At that meeting, intentional feedback was provided to the district. Menlo Park City School District has met all the SELPA requirements, including meeting with the parents of underrepresented students on Feb. 28, 2023: (LCAP Input & Parent Survey) -LCAP/CCESIS input session with parents and CAASPP update. 25 Participants.

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

Menlo Park City School District believes that all students can learn. From our School Board to our district office and most importantly, our schools, we believe that through collaboration with our educational partners, we can realize our goals. This partnership is crucial to the success of our students. 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 our broad goals.

LCAP Goal #1 EQUITY+Bias-MPCSD's anti-racism efforts described in Actions 1.1 and 1.2 should be more directly tied/linked to our Latinx community/students and/or Asian community/students. As a result, the advisory team named in action 1.2 has been renamed to the Diversity, Equity, Inclusion, and Belonging Advisory Team.

LCAP Goal #2 ACADEMIC- We have intentionally gathered input from our parents. The one feedback reiterated over and over is the importance of hosting parent-ed nights to help support them in better understanding what programs are being offered at our schools.

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

LCAP Goal #4 Socio-Economically Disadvantaged Students-Through our panorama surveys, our students feel a sense of belonging. We continue to invite the families in for Parent Cafes as they have shared that this event has brought such a positive impact on the families.

LCAP Goal #5 INTEGRATED-WELLBEING-This is the second year of The Ruler program. More staff members have received training. Our parents continue to have asked for resources to reinforce this program at home.

LCAP Goal #6 PARENT ENGAGEMENT-Parents share that they would like more opportunities to connect in small venues. We are examining our approach to providing follow-ups for our parent engagement programs so that they can continue to connect with one another regarding the events attended.

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. Of our students with disabilities, 0.2% were 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. They will measure progress toward 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	2022-23 Total number of staff 278 67%		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 63%	2022-23 Total number of unduplicated students in MPCSD 349 59%		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 61%	2022-23 Total number of unduplicated students in MPCSD 349 67%		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%	2022-23 ***This metric has been removed. Approach to data collection varied due to interpretation of CALPADs collection language. Staff found this data to be unreliable.***		2023-24 0%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Overall under representation of 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***	2020-21 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***	2021-22 ***We will be removing this metric as it is a duplicate of the one above***	2022-2023 ***This metric has been removed due to the fact that it's a duplicate***		2023-24 ***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 61%	2021-22 Total # of district staff: 385 53.5% district staff participation	2022-23 Total # of district staff: 436 62.3% 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 MPCSD Leadership Team	2021-22 Total # of district administrator: 13 Total # of district teachers: 168 Leadership Team: 100% Teachers: Still in progress	2022-23 ***This metric has been removed due to a change in how the WCLDF rubric will be used***		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. Through an evolution of input and feedback, for the 2023-24 school year, this team will now be known as the Diversity, Equity, Inclusion, and Belonging Advisory Team, fading out the old title.	\$155,000.00	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 [2022-23]

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) continues to prioritize its commitment in supporting all educational partners in increasing knowledge and understanding of the experiences of a diverse student body and providing 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. Under the leadership of the district's Diversity, Equity, and Inclusion (DEI) Coordinator, the district is making progress towards reaching this goal, all

actions were carried out and ongoing. MPCSD is in its third year of the Anti-racism Advisory Team, which has been renamed to the Diversity, Equity, Inclusion, and Belonging Advisory Team. This team took on a new role this year, serving as an advisory team. There are a few substantive differences in how we support this goal from the original actions provided, please see below.

Action 1-Healthy and Collaborative Relationships: This year was the second year of having a shared Diversity, Equity, and Inclusion Coordinator with Ravenswood School District. The DEI coordinator took on additional responsibilities in leading a cadre of teachers serving as Equity Leads. They continue to work on ways for the district staff to develop knowledge and understanding and create resources to learn about unconscious bias.

MPCSD will continue with the Anti-racism Advisory Team focusing on Parent & Community Education, Teacher/Staff Development, Curriculum, Recruitment, Hiring & Retention Practices. Through an evolution of input and feedback, for the 2023-24 school year, this team will now be known as the Diversity, Equity, Inclusion, Belonging Advisory Team, fading out the old title.

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 continues to seek ways to engage our families. We recognize that by focusing on relationships with our families, they will feel more connected to our schools. We also want to highlight our families' strengths and celebrate the Hispanic students' culture through the Family BBQ and Días De Los Muertos. This year, we have also developed a calendar of cultural awareness to encourage increased awareness.

As a district, we recognize that we need to take time to develop a vision to support the Diversity, Equity, Inclusion, and Belonging Advisory work.

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 budgeted amount of \$115,000 for this action is for the DEI Coordinator who has been facilitating the DBEI Advisory and leading equity teacher leaders in this work in MPCSD. The estimated actual expenditure was \$123,674.06. There was a difference in expenditures due to a step-in-column increase.

Action 1.2- The budgeted amount for Panorama was \$10,000. The estimated actual expenditure was \$10,400. There was no significant difference in expenditures.

Action 1.3- The budgeted amount to promote family engagement was \$10,000, the estimated actual is \$7,079.76. This is no significant difference.

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

The established actions continue to drive our work as a district through reflection, developing understanding, and recognizing individual progress towards unconscious bias. Each of the actions for goal one focuses on our district in reaching the goal of increasing knowledge and understanding of the experiences of a diverse student body and supporting the partners in understanding their own unconscious biases.

As a district, we recognize that we need to take time to develop a vision to support the Diversity, Equity, Inclusion, and Belonging Advisory Team work. Through feedback from staff and our LCAP+Equity team, we will be working towards developing a vision for the district on Diversity, Belonging, Equity, and Inclusion in which our coordinator will support our schools in realizing the new vision.

We believe that the progress made this year has been positive, and we continue to progress in how we look at education through a lens of diversity, equity, inclusion, and belonging.

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 essential part of the LCAP development, reflections on current goals, actions, and services are something we take seriously. District staff has made every effort to allow time to reflect with our LCAP+Equity Team, DELAC, and certificated/classified union members. Upon reflecting on our LCAP goal 1, we have two changes that we made for the following metric:

1. Removed this metric of "Overall underrepresentation of referrals by SWD, SED, ELL, first-generation college students, race/ethnicity (H/AA/PI), and gender identity status." This metric has been removed. Our approach to data collection varied due to the interpretation of CALPADs collection language. Staff found this data to be unreliable.

2. Removed this metric of "Individual staff reflection and self-rating, using a WCLDF rubric on progress towards their development of Equity mindsets and practice.

This metric has been removed due to a change in how the WCLDF rubric will be used.

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, and 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 2019-2022 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 decreased by 2% in ELA and our EL students increased by 5% in ELA
- Over a 4 year period, Ever EL students decreased by 7% in Math and our EL students decreased by 10% in Math
- Over a 4 year period, AA/HI/PI students increased by 7% in Math.
- Over a 4 year period of time, students from low-income families increased by 5% in ELA and increased by 4% in Math.
- Over a 4 year period of time, PI/HI students only increased by 7% in Math.
- Students with Disabilities had a dramatic decrease of 23% in ELA over a 4 year period.
- Students with Disabilities had a decrease of 7% in Math over a 4 year period.

Also as referenced in the CA Dashboard, our students with disabilities, Socio-Economically Disadvantaged Students, and English Learners 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"> Overall student data 	2018-2019 CAASP All ELA 84% AA /HI/PI ELA 53% SED ELA 46% SWD ELA 57% EL ELA 21% Ever EL ELA 63%	2020-2021 *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%	2021-2022 CAASPP All ELA (N=1753) 81% AA /HI/PI ELA (N=362) 59% SED ELA (N=235) 51% SWD ELA (N=130) 34% EL ELA (N=70) 26% RFEP ELA (N=173) 75% Ever EL ELA (N=229) 61%		2023-2024 All ELA 93% AA /HI/PI ELA 62% SED ELA 55% SWD ELA 66% RFEP 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%	2020-2021 *CAASPP was not administered in 2020-2021	2021-2022 CAASPP All Math (N=1741) 77%		2023-2024 All Math 93% AA /HI/PI Math 51% SED Math 44%

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>SED Math 35%</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>AA /HI/PI Math (N=361) 49%</p> <p>SED Math (N=233) 39%</p> <p>SWD Math (N=128) 31%</p> <p>EL Math (N=70) 23%</p> <p>RFEP Math (N=173) 68%</p> <p>Ever EL Math (N=229) 56%</p>		<p>SWD Math 47%</p> <p>RFEP 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: K-2: F&P, TCRWP Writing & Math benchmarks</p>	<p>2020-2021 (K-2)</p> <p>F&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&P 86%</p> <p>TCRWP Writing 82%</p> <p>Math 85%</p>	<p>2022-2023 (K-2)</p> <p>Total # of K-2 Students:</p> <p>F&P 81%</p> <p>TCRWP Writing 91%</p> <p>Math 78%</p>		<p>2023-2024 (K-2)</p> <p>F&P 94%</p> <p>TCRWP Writing 95%</p> <p>Math 88%</p>
<p>Percentage of students achieving “standard met” and “standard exceeded”</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 84%</p>	<p>2022-2023 (3-5)</p> <p>Total # of 3-5 Students:</p> <p>SRI 85%</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
on MPCSD designed 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)	TCRWP Writing 77% Math 74% 5th Gr. MDTP 64%	TCRWP Writing 87% Math - 81% 5th Gr. MDTP - not administered		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%	2022-2023 (6-8) Total # of 6-8 Students: Writing 46% Literacy 82% Math benchmarks - 79% MDTP - will not be administered moving forward. District is piloting Mini-MIRA.		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 audits	2020-2021 0 (Current Metric is new)	2021-2022 2 progress monitoring meetings held, September 2021, December 2021	2022-2023 3 progress monitoring meetings were held, September 2022, December 2022, February 2023		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	2021-2022 Based on current context, address in	2022-2023 K-1 Seesaw-Full implementation		By the end of 2024 School Year, MPCSD will have full

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	2-5 Altitude-Learning Encinal, Laurel 6-8 Schoology, pilot group	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.	2-5 Altitude-Learning-3rd-5th grade implementation 6-8 Schoology-Full implementation		Implementation District Wide of all LMS
Evidence & Competency Based Reporting Tools K-8	2020-2021 K-5 Plan for a Pilot of 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.	2022-2023 K-5 Implemented Pilot Evidence & Competency Based Report Card 6-8 Continued with developing an Evidence & Competency Based Report Card		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.	2022 CAST Data 5th Gr. 63% SWD 19% SED 21% Hispanic 38% Ever EL 37% 8th Gr. 76% SWD 24% SED 50% Hispanic 55% Ever EL 45%		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
2.1	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
2.2	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
2.3	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.	\$10,000.00	No
2.4	2.4 Implementation of Learning Management System	Utilize K-8 learning management system(s) that support differentiation, formative assessment, and evidence-based grading.	\$30,000.00	No
2.5	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, provide summer professional development to support the transition to competency-based assessment and evidence-based grading.	\$30,000.00	No

Action #	Title	Description	Total Funds	Contributing
2.6	2.6 Targeted Academic Intervention	<p>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.</p> <p>*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.</p> <p>***Item removed: *Strategically decrease class sizes to address and provide greater attention to student needs.***</p>	\$580,000.00	No
2.7	2.7 Competency and Evidence Grading	<p>MPCSD will design an Evaluation/Grading Policy that reflects our Whole Child Learning and Development Framework and that grades are a promoter of learning.</p> <p>***This action item as been completed***</p>	\$0.00	No

Goal Analysis [2022-23]

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 each child's individual learning and support needs, using diagnostic and formative tools to address specific learning targets in reading, writing, and mathematics. District students are on course to take the Smarter Balanced Assessment. 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 one student identified as a foster youth. This year, establishing support for our foster student included ongoing counseling and home support with access to transportation to school.

Action 2- Professional Development on Multi-Tiered Systems of Support: Upon reflection, district staff has identified structures of Multi-Tiered Systems of Support. This year, our district consulted with Dr. Jarice Butterfield, an expert in English Language development, and the state technical assistance support for consultation focusing on foundational literacy skills. As a district, our work ahead of us includes re-aligning our understanding of foundational literacy reading skills to the California Language Arts Framework and developing a professional development plan to align our instructional practices.

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 ongoing. We continue to identify ways for alignment within our district. As mentioned in Action 2, we are focusing on district literacy practices.

Action 4- Implementation of Learning Management System: This action is evolving as our needs in 3-5 grades are changing. Our K-2 continues to use Seesaw, and our middle school continues to use Schoology. We will reexamine the need at the 3-5 grade levels.

Action 5- Competency and Evidence-Based Grading Practices: Hillview has made tremendous progress toward standards-based grading. They will be ready to launch their first SBG report card by 23-24. The work on reviewing and revising the district's reporting tool has started. The report card redesign committee has met 5 times this year. Coming to agreements has been slow, with some progress made. We will need to continue this work into the next school year.

Action 6- Targeted Academic Intervention: Additional intervention support resources/staff were provided to all four of our school sites, made possible by the Learning Recovery Block Grant and the Art, Music, & Instructional Materials Block Grant. This additional support has allowed our schools to provide target academic interventions and additional English Language Arts and Math support, and intervention resources for sites to address unfinished learning from the school year. ***Item removed: *Strategically decrease class sizes to address and provide greater attention to student needs.***

Action 7- Competency and Evidence Grading: MPCSD brought a new draft, "Evaluation/Grading Policy" to the board on June 9, 2022. The new grading policy has been fully implemented this school year, reflecting our Whole Child Learning and Development Framework and that grades promote learning.

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 support for our foster student included ongoing counseling and home support. The budgeted amount was \$3,000. The estimated actual expenditure is \$12,280. The material difference is due to transporting a homeless student to and from Hillview.

Action 2.2: The plan for professional development on Multi-Tiered Systems of Support was a grassroots effort through high-quality professional development and ongoing release time for teachers to focus on the opportunity gaps. These funds were used towards stipends, releasing teachers to plan together, and sending staff to professional development. There was not a material difference between the budgeted amount of \$90,000 and the estimated actual expenditures of \$89,054.93.

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 were able to host ongoing meetings to prioritize student learning and support systems.

Action 2.4: The budgeted amount for learning management systems was \$46,500. The Estimated actual expenditure for Schoology and Altitude Learning Platform was \$43,542.62. There was no material difference in expenditures.

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 \$26,148.55. The \$50,000 budgeted expenditure was an open P.O. To accomplish what we needed to with staff in addressing grading practices, cost us \$26,148.55.

Action 2.6: The budgeted expenditure for targeted interventions was \$400,000.00. The estimated actual expenditures totaled \$407,391.09, which was spent as follows: additional funds to all four schools to hire instructional aides to focus on math, \$158,276.06, and additional English Language Development Specialists at two of our school sites, \$249,115.03. There were no significant material differences in expenditures.

Action 2.7: This action was accomplished last school year, and we carried it over to this school year thinking that we would need more time, However, the designing and writing of the grading policy were completed by August of 2022. 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 toward our goal. Last school year's CAASPP data showed that our students made academic growth. In 2023 California recognized outstanding elementary schools. Eligible schools in the elementary school cycle were selected within the following two categories using the respective criteria listed below:

Category 1: Closing the Achievement Gap

Socioeconomically Disadvantaged data from the 2022 Dashboard.

Sub-group data for English Language Arts and Mathematics from the 2022 Dashboard.

The ALL student group data for English Language Arts and Mathematics from the 2022 Dashboard.

The ALL student group data for Suspension Rates from the 2022 Dashboard.

The ALL student group data for Chronic Absenteeism from the 2022 Dashboard.

Category 2: Exceptional Student Performance

The ALL student group data for English Language Arts and Mathematics from the 2022 Dashboard.

The ALL student group data for Suspension Rate Indicator from the 2022 Dashboard.

The ALL student group data Chronic Absenteeism Indicator from the 2022 Dashboard.

All 3 of our elementary schools received the California Distinguished School.

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 essential part of the LCAP development, reflections on current goals, actions, and services are something we take seriously. District staff has made every effort to allow time to reflect with our LCAP+Equity Team, DELAC, and certificated/classified union members. Upon reflecting on our LCAP goal 2 and its action, slight changes were made to the following actions.

Action 2.3 Quarterly Collaboration and Partnership Meetings with Educational Services, Student Services, and EL Services to align best practices, MTSS Framework, and student support: Increased funds to send governance team to Harvard MTSS Online training.

Action 2.4 Utilize K-8 learning management system(s) that support differentiation, formative assessment, and evidence-based grading: reduced cost due to decreased users.

Action 2.5 Streamline competency and evidence-based grading practices: In 6-8 grades, provide SUMMER professional development to support the transition to competency-based assessment and evidence-based grading.

Action 2.6 Removed "Strategically decrease class sizes to address and provide greater attention to student needs." This portion of the action was implemented upon returning from a pandemic school year. It was not needed for this school year.

Action 2.7 Action Completed: MPCSD designed and implemented the Evaluation/Grading Policy this year that reflects our Whole Child Learning and Development Framework and that grades promote learning.

Change in metric: MDTP - will not be administered moving forward. The district is piloting Mini-MIRA.

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	2020-21	2021-22	2022-23		2023-24

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Proficient before the end of fifth and before the end of eighth grade who have been in MPCSD since kindergarten and do not have intensive IEP services.	# of students reclassified before the end of fifth grade: 20 students # of students reclassified before the end of eighth grade: 4 students	Total # of EL K-5 students at prior to reclassification: 80 # of students reclassified before the end of fifth grade: 28 students Total # of EL 6-8 students: 8 # of students reclassified before the end of eighth grade: 3 students	Total # of EL K-5 students prior to reclassification: 124 # of students reclassified before the end of fifth grade: 24 students Total # of EL 6-8 students prior to reclassification: 6 # of students reclassified before the end of eighth grade: 1 student		# of students reclassified before the end of fifth grade: 40 students # of students reclassified before the end of eighth grade: 20 students
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.	2022-23 Total # of EL students (N=82) 3-5: 66% 6-8: 40% *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	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	2022-23 Total # of parents who completed the survey: 60 90% of EL parents reporting awareness		2023-24 100%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
MPCSD LCAP/EL Parent Survey.		of child's progress in learning English on the annual MPCSD LCAP/EL Parent Survey	of child's progress in learning English on 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	2022-23 2 students qualified		2023-24 By the end of 2024, MCPSD will have drastically reduced the number of EL students referred to Special Education by 100% ***Revising desired outcome statement*** By the end of 2024, MPCSD will reduce the of in district new initial EL evaluations for special education.

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	3.1 Addressing Significant Disproportionality	Offer Professional Development and Training on General Education Interventions and supports for English Learners.	\$34,000.00	Yes
3.2	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	\$34,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		supports of an interventionist. Modeling strategies and supports for General Educators and Enhancing Collaboration/Communication.		
3.3	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
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.	\$536,000.00	Yes
3.5	3.5 Extended Learning Time	ONE TIME OFFERING IN 2021-22: COMPLETED-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. ***This action has been updated to reflect current practice, see below***	\$300,000.00	No

Action #	Title	Description	Total Funds	Contributing
		MPCSD Offers a variety of summer programs that will provide 4 weeks of strategic intervention to support skill development for target students. Programs will provide learning experiences that address identified academic needs and also provide positive experiences to support engagement, connections to school, and a love of learning.		
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 [2022-23]

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.

A lofty goal of MPCSD has been to bring to zero the number of "long-term" English Language Learners who have been in MPCSD since Kindergarten and at least five years as measured by annual ELPAC data and formative assessments to qualify for reclassification has been goal that we have doubled down on as a district. We have maintained this goal as one of our most compelling goals. MPCSD has dedicated resources to ensure we make every effort to meet this goal.

Action 3.1-- Addressing Significant Disproportionality and MTSS: We continue to provide additional interventionists to support English Learners in a general setting to address identified learning opportunities even though our CCEIS funds have been exhausted. Currently, this action item is funded through a few state grants. Interventionists have been hired for Laurel Elementary and Hillview Middle and are 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 in priority ELD standards.

Action 3.2-Addressing Significant Disproportionality: MPCSD's academic focus for 22-23 has been on the newly adopted science program TWIG. District elementary instructional coaches partnered with MPCSD's English Language Services Coordinator to develop staff training on integrating ELD standards in science. All elementary teachers received professional development focused on Making Meaning in developing academic science language targeting vocabulary development.

Action 3.3-Implementation of Multi-Tiered Systems of Support: District provided .4 math intervention to each site. Math intervention specialist administers diagnostic assessment, plan targeted instruction and progress monitoring learning.

Action 3.4- Targeted Academic Intervention: District purchased and provided a foundational skills curriculum kit. ELD specialists received professional learning at all four school sites so that they are ready to provide foundational skills instruction to newcomers who arrive after kindergarten during ELD.

Action 3.5- Extended Learning Time: This action has sunset as it was a one-year action item to provide Extended Learning time with a theme of project-based learning. MPCSD returned to offering a four-week summer program to address academic needs prioritizing underrepresented students.

Action 3.6- Targeted Academic Intervention: MPCSD provided 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 school.

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 \$32,500. Estimated actual expenditures in the amount of \$35,674.93 were used to pay the salary of an interventionist as support for English Language Learners.

Action 3.2- EL specialists at each school site have provided push-in ELD support in the general ed classroom and some learning centers. Through conversations and coaching, EL specialists model strategies for collaborative communication. The budgeted expenditures were in the amount of \$32,500. Estimated actuals total \$34,126.57.

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

Action 3.4- Ongoing Instructional aides for ELA/Math and EL Specialists for sites to support students with ELD needs were hired. The budgeted expenditure for this action is \$515,646. The estimated actual expenditures for improved services resulted in the amount of \$272,568.56 for EL Specialists and \$258,516.80 for instructional aides, for a total of \$531,085.36. There material difference is due to step and column.

Action 3.5- The budgeted expenditure for the Extended Learning Time Summer Programming for this action was a one-year offering during the summer of 2021-22 school year. The budgeted expenditure for this action is \$365,000. The estimated actual expenditure for this budget was \$323,410. This is inclusive of both general education and special education summer programs.

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 expenditure for this action is \$459,646. The estimated actual expenditures for improved services are estimated to be \$497,790.20.

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

The actions and services implemented to achieve this goal have been successful and can be measured by the number of reclassified Long-Term English Language Learners. The success and challenges of implementation come in twofold: First, getting the outcomes that our district desires at the elementary schools continue to show success due to the implementation of this goal. Second, outcomes in our middle grades are showing progress. We are progressing in reducing the number of LTEL students at the middle school level. A change in staffing was made, with a new ELD instructor who understands language development at the middle school, it has made a significant difference.

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 essential 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 time to reflect with our LCAP+Equity Team, DELAC, and certificated/classified union members. Upon reflecting on our LCAP goal 3 and its action, slight changes were made to action 3.5 and the language for the final metric's desired outcome.

Change in action 3.5-ONE TIME OFFERING IN 2021-22: COMPLETED-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.

This action has been updated to reflect current practice, see below

MPCSD offers various summer programs that will provide four weeks of strategic intervention to support skill development for target students. Programs will provide learning experiences that address identified academic needs and positive experiences to support engagement, connections to school, and a love of learning.

Change in metric outcome statement: Changing "By the end of 2024, MCPD will have drastically reduced the number of EL students referred to Special Education by 100%" to reflect "By the end of 2024, MPCSD will reduce the of in district new initial EL evaluations for

special education." After extensive discussion with our leadership team and our Executive Director of Student Services, the team felt that 100% was not reachable since we have a large number of students that transfer into Menlo Park year to 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 2019-2022 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 increased in ELA by 5% over a 4 year period
 Over a 4 year period of time, students from low-income families increased by 4% in Math.

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	2018-19 2019 California Dashboard Performance Level Green: 9.4%	2021-2022 Pending CA Data Dashboard Results Based on Data Quest:	2022-2023 CA Data Dashboard Results Based on Data Quest:		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
definition and reflected in the CA Dashboard, at least once.	“chronically absent” (Total # of Low SED Students 287)	Low SED students (N=340) considered “chronically absent” 12.9%	Low SED students (N=290) considered “chronically absent” 22.1%		(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 belonging” 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	2022-2023 Total # of SED students (N=99) 3-5: 68% Total # of SED students (N=103) 6-8: 41% *Panorama scoring changed from Mean Score to Percent Favorable		5 out of 5 *Panorama scoring changed from Mean Score to Percent Favorable Increase by 9% of Low SED students reporting feeling of “Sense of belonging” on the annual Panorama (grades 3-8) Sense of Belonging” Scale.
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	2022-2023 Total # of SED students (N=199) 3-5: 62% Total # of SED students (N=103) 6-8: 62% *Panorama scoring changed from Mean Score to Percent Favorable		5 out of 5 *Panorama scoring changed from Mean Score to Percent Favorable Increase by 9% of Low SED students reporting feeling of “School safety” on the annual Panorama (grades 3-8) “School safety Scale.”

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Percentage of Low SED students suspended at least once.	2018-19 California Dashboard Performance Level Green: 1.4% suspended at least once (Total # of Low SED Students 287)	2021-2022 In Data Quest, not numerically significant to report in year one.	2022-2023 0.1%		2024 California Dashboard Performance Level Green: 0% suspended at least once (Total # 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%	2021-2022 CAASPP Total # of SED 3-8 students (N=235) ELA: Met/Exceed 51% Total # of SED 3-8 students (N=233) Math: Met/Exceed 39%		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=825) 46% of parents reported being meaningfully engaged	2022-2023 Panorama Survey Total # of SED Parents (N=1,010) 54% of parents reported being meaningfully engaged		2024 Panorama Survey 60% of parents reported being meaningfully engaged in their children's school.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		in their children's school.	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.	\$1,000.00	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.	\$128,000.00	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. ***This action has been updated to reflect a change in approach due to feedback from staff*** Classified staff will provide supervision on the bus during the first two months of school for the 2023-24 school year.	\$5,000.00	Yes

Goal Analysis [2022-23]

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.

Healthy and Collaborative Relationship is one of the five elements within the MPCSD's Whole Child Framework. We value and place importance on the sense of belonging and engagement in learning for our students from Social Economically Disadvantaged families. The actions and services as described have been implemented to support the district in reaching this goal. The annual Panorama student measures the overall success of the goal, parent survey results, and feedback from focus groups.

4.1 Integrated Well-Being: MPCSD is in year two of a Tobacco-Use Prevention Education (TUPE) Tier 2 grant, which provides access to parent education, classroom curriculum, assemblies, and partnerships with community agencies on topics such as vaping and drug use. Our Wellness Coordinator has been the program liaison in partnering with our middle school staff to bring awareness to drug safety. Our coordinator attends monthly meetings with the San Mateo County of Education (SMCOE) TUPE program with local agencies. Again this year, a group of middle school students received training as student leaders who will lead TUPE-related lessons in the classrooms, create public service announcements, and promote awareness around the school with activities and literature. This student group met several times this year to plan activities. The Wellness Coordinator/TUPE lead has also developed an alternative to suspension for students who vape.

4.2 Family Engagement: District and ELC Family Engagement Coordinators have provided outreach for Social Economically Disadvantaged families to increase the connection between home and school. Our District Family coordinator has organized four events this year called Parent Cafe. All four of the events focused on parents supporting one another and learning ways to help their children with school.

4.3 Transportation Service: District administrators took several bus rides this year at the start of the school year to better understand the student experience. They learned that younger students needed guidance in learning how to ride the bus. As a result of this, the district provided extra classified staff to support our students.

For this goal, we had no substantive differences in planned actions and actual implementation of these actions. All actions were implemented.

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 expenditure for this action was \$4,000. The estimated actual expenditures are currently \$1,000 because San Mateo County has absorbed some operational costs, such as a stipend for liaison and other required materials.
Action 4.2 The budgeted expenditure for this action was \$109,400. The estimated actual expenditures were \$115,072, which is the salary of the district family engagement coordinator for this school year.

Action 4.3 -The budgeted expenditure for this action is \$500. The estimated actual expenditures are \$4,692.02. There was a significant difference in budget. Initially, the staff who rode the bus for this action were district administrators. Bus drivers provided feedback stating that they felt the students were unsafe without supervision. A temporary bus monitor was implemented for the first two months of school.

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

We continue to progress toward this goal of supporting our students from Social Economically Disadvantaged families. Math continues to be a focus for students from Social Economically Disadvantaged families. Through other goals and actions, we continue to provide students with support from instructional aides that focus on math. The student's academic progress continues to be a focus for the school sites. We want to ensure that students from Social Economically Disadvantaged 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 are something we take seriously. District staff has made every effort to allow time to reflect with our LCAP+Equity Team, DELAC, and certificated/classified union members. Upon reflecting on our LCAP goal 4 and its action, there is one slight change made to action 4.3. Staff who rode the bus for this action were district administrators. Bus drivers provided feedback stating that they felt the students were unsafe without supervision. Next year, we will continue to provide a temporary classified staff to serve as a bus monitor for the first two months of school.

Change in metric, Desired Outcome for 2023-24: 5 out of 5 *Panorama scoring changed from Mean Score to Percent Favorable. New outcome: Increase by 9% of Low SED students reporting feeling of "Sense of belonging" on the annual Panorama (grades 3-8) Sense of Belonging" Scale.

Change in metric, Desired Outcome for 2023-24: 5 out of 5 *Panorama scoring changed from Mean Score to Percent Favorable. New outcome: Increase by 9% of Low SED students reporting feeling of "School safety" on the annual Panorama (grades 3-8) "School safety Scale."

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 of our students with disabilities, 0.2% 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, 1.4% chronically absent, Pacific Islander students, 0.3% chronically absent, and our students with disabilities, 1.9% 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.	2022-2023 This metric has been removed because it has been identified as unreliable. Staff found students needing clarification on the questions. District leadership and counselors were consulted.		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 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”: 1.7% (Total # of EL Students 160)	2022-23 Results Based on Data Quest: SED Students “chronically absent”: 1.9% (Total # of Low SED Students 305) Hispanic Students “chronically absent”: 3.6% (Total # of Hispanic Students 530) EL Students “chronically absent”: 1.4% (Total # of EL Students 171)		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)

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>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>Pacific Islander Students “chronically absent”: 0.3% (Total # of Pacific Islander Students 31)</p> <p>Students with Disabilities “chronically absent”: 1.9% (Total # of SWD Students 227)</p>		<p>EL Students 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%</p>	<p>2021-22 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>2022-23 Results Based on Data Quest: SED Students “suspended at least once”: 0.1% (Total # of Low SED Students 305)</p> <p>Hispanic Students “suspended at least once”: 0.3% (Total #</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</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>suspended at least once (Total # of 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>of Hispanic Students 530)</p> <p>EL Students “suspended at least once”: 0% (Total # of EL Students 171)</p> <p>Pacific Islander Students “suspended at least once”: 0% (Total # of Pacific Islander Students 31)</p> <p>Students with Disabilities “suspended at least once”: 0.2% (Total # of SWD Students 227)</p>		<p>Yellow: 0% suspended at least 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 Collaborative Relationships	<p>Provide, develop, and implement vertically-aligned, developmentally appropriate curriculum and professional development for teachers and staff regarding</p> <ul style="list-style-type: none"> *Social-emotional learning *Character Education *Citizenship Education *Bully Response/Prevention *Consent, and *Implicit Bias, including the history of Race and Inequity *Site administrator and school counselor training on RULER curriculum *Staff development on best practices for integrating social-emotional learning in the classroom, including naming and regulating emotions *Implement Restorative Practices at all sites *SEL Group will serve as an advisory for the district on social-emotional initiatives and best practices. 	\$15,000.00	No
5.2	Integrated Well Being	<p>MPCSD will officially launch an SEL dog program, called PAWZitivity, at all 4 schools, supported by the Menlo Park-Atherton Education Foundation in the 2023-24 school year. This program is designed to support our students develop and maintain a variety of SEL skills: self-awareness, self-management, social awareness, responsible decision-making, and relationship skills. Our Wellness Coordinator will oversee the PAWZitivity program.</p>	\$45,000.00	No

Goal Analysis [2022-23]

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.

A child's social-emotional development is a priority for Menlo Park City School District. Upon returning to school, we continue to see the residual impacts of the pandemic. We are paying close attention to our underrepresented students, focusing on increasing student emotional regulation skills to build student resilience, communication, compassion, and persistence.

5.1 Integrated Well-Being and Healthy Collaborative Relationships-We continue to send staff to the RULER training. The training provided an overview of the curriculum and materials focused on best practices for integrating social-emotional learning in the classroom, including naming and regulating emotions. Our ongoing focus is creating and implementing a vertically aligned, developmentally appropriate curriculum. This year, our schools have established their charters as teachers and counselors begin to introduce lessons from the RULER program.

For this goal, we did add an additional action. 5.1 Integrated Well-Being and Healthy Collaborative Relationships-MPCSD will officially launch an SEL dog program, PAWZitivity, the program is designed to support our students in developing and maintaining a variety of SEL skills: self-awareness, self-management, social awareness, responsible decision-making, and relationship skills. Our Wellness Coordinator will oversee the PAWZitivity program.

This goal has been implemented as planned with a new action item.

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 expenditure for this action was \$15,000. The estimated actual expenditure was \$21,205. The funds were spent on sending staff to training on the RULER curriculum and materials focused on best practices for integrating social-emotional learning in the classroom, including naming and regulating emotions. We also added additional "Restorative Practices" training at the middle school level. The anticipated cost was a little more than what was budgeted.

Action 5.2-A new action was added to goal 5. The associated costs supports the district's PAWZitivity SEL dog program. The budgeted expenditure for this action for 2023-24 is \$45,000.

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

The district's Whole Child Learning and Development Framework outlines five essential elements: Healthy & Collaborative Relationships, Integrated Well-Being, Learner-Centered, Competency & Evidence-Based, and Meaningful Work. At the base of these elements is integrated well-being. The Menlo Park City School District is committed to providing and supporting students' and staff's social, emotional, and well-being. As a district, we have made great efforts to ensure that our students and teachers feel well socially and emotionally. We continue to see the residual effects of the pandemic on our students and staff.

To address student and staff needs, we are making progress towards goal 5. The MPCSD administrators and staff have mostly been trained on RULER. 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 recently started an SEL dog program called PAWSitivity. Full implementation of this program will take place in the 2023-24 school year. We will continue to make progress toward 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 essential part of the LCAP development, reflections on current goals, actions, and services are something we take seriously. District staff has made every effort to allow time to reflect with our LCAP+Equity Team, DELAC, and certificated/classified union members. Upon reflecting on our LCAP goal 5 and its action, there is one change to our actions and metrics.

Change in action: We are including a new program SEL dog program at MPCSD called PAWZitivity. MPCSD will officially launch an SEL dog program at all four schools, supported by the Menlo Park-Atherton Education Foundation, in the 2023-24 school year. This program is designed to support our students in developing and maintaining various SEL skills: self-awareness, self-management, social awareness, responsible decision-making, and relationship skills. Our Wellness Coordinator will oversee the PAWZitivity program.

Change in metric: Removed "Percentage of underrepresented students reporting on "Emotional Regulation" on the annual Panorama (grades 3-8) "Emotional Regulation Scale." This metric has been removed because it has been identified as unreliable. Staff found students needing clarification on the questions. District leadership and counselors were consulted.

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 30 EL Parents
 Parent Cafe average attendance 27 Low Socio-Economically Disadvantaged Parents
 Parent Speaker's Series average attendance 50 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 feeling “connected” or “very connected” in their learning on the annual Panorama (grades 3-8) “Family Engagement Scale.”	2020-2021 36%	2021-22 Total # of Under represented parents: 825 58%	Updated language used for reporting data. 2022-23 72% Percent of underrepresented families reported feeling “connected” or “very connected” in their learning on the annual Panorama (grades 3-8) “Family Engagement Scale.”		2023-24 100%
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)	2022-23 DELAC average attendance (35 EL Parents) Parent Cafe average attendance (24 Low Socio-Economically Disadvantaged Parents) Parent Speaker's Series average attendance (50 District Parents) LCAP+Equity average attendance (1 underrepresented parents)		2023-24 Reflect an increase each year in the following 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)

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
					Change in desired outcome Reflect a 9% increase the number of College Bound parents on governance committees (LCAP+Equity, DELAC).
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.	2022-23 Total # of EL parents that completed the survey (N=60) 90% of EL parents reporting awareness of child’s progress in learning English on the annual MPCSD LCAP/EL Parent Survey.		2023-24 100%

Actions

Action #	Title	Description	Total Funds	Contributing
6.1	6.1 Integrated Well Being, Healthy and Collaborative Relationships	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.	\$30,000.00	No

Action #	Title	Description	Total Funds	Contributing
		<ul style="list-style-type: none"> * Host Parent Speaker Series to provide our parents with a variety of relevant parenting and school-related topics * 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. * Host Parent Cafes in collaboration with parents to identify/address relevant topics on how to support students with their learning * Use of parent communication tools (ParentSquare, Seesaw) to ensure all parents receive school communication and stay connected to the child’s classroom * Counselors will provide outreach to College Bound families in order to increase the connection between home and school * 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 		

Goal Analysis [2022-23]

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.

The US Depart of Education has conducted studies on the impact of student performance in school when there is a strong School-Family connection. The research shows that when parents are involved at the school, students have better attendance, behavior, and academic performance. Menlo Park City School District recognizes the importance of a strong District-School-Family connection. We are committed to increasing the underrepresented parent participation in school programs and district events to create opportunities for learning, feedback, and governance as measured by parent participation. We prioritize this goal as planned, with no substantive differences in the planned action. Our events are primarily in person to allow families to connect and build relationships with one another and the school staff.

Action 6.1 Integrated Well-Being, Healthy, and Collaborative Relationships: As a district, we continue to reach out and support our traditionally underrepresented students throughout the school year. We have a variety of events to provide opportunities for low SES, ELL, first-generation college students, and ethnic minorities to become involved. Our Family Engagement Coordinator and Diversity, Equity, and

Inclusion Coordinator partner with staff to support an understanding of 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 and continues to be at work for Menlo Park City School District. For this goal, we have no 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.

Action 6.1-The budgeted expenditure for this action was \$30,000. The estimated actual expenditure was \$30,637.11. The funds were used toward parent governance events, parent welcome events, and a communication tool to enhance outreach with our under represented families.

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

The overall effectiveness and success of the actions have been highly positive. A recent survey was sent to all parents, 72% percent of underrepresented families reported feeling “connected” or “very connected” in the annual Panorama (grades 3-8) “Family Engagement Scale.” We will continue to work with parents to participate in our district events.

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 essential part of the LCAP development, reflections on current goals, actions, and services are something we take seriously. District staff has made every effort to allow time to reflect with our LCAP+Equity Team, DELAC, and certificated/classified union members. Upon reflecting on our LCAP goal 6 and its actions, one change has been made to the planned goal, metrics, outcomes, or actions for the coming year.

Change in Desired Outcome:

2023-24

Reflect an increase each year in the following 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)

Change in desired outcome

Reflect a 9% increase the number of College Bound parents on governance committees (LCAP+Equity, DELAC).

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 [2023-24]

Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)
\$819,524	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
2.82%	0.00%	\$0.00	2.82%

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

Across this school year, we've averaged 5 Homeless and Foster Youth with students enrolling and unenrolling. As of April 2023, we currently have two students identified as Homeless and Foster Youth. As a way to ensure that our students attend school regularly we have provided transportation and after school services. Our family engagement coordinator works closely with our Homeless and Foster Youth families to ensure that they have the necessary access to resources.

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. 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. In efforts to address our district's 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.

This year the governance team met a total of 4 times, to do a deep dive on the structures of the district's Multi-Tiered Systems of Support and what each of our schools have in place. Through our work, we identified an area of focus. As a district, our work ahead of us includes re-aligning our understanding of foundational literacy reading skills to the California Language Arts Framework. It is important to note that calibration, alignment, and deep understanding across stakeholder groups take time. We are beginning here by explaining our plan and rationale. Then we will develop a professional development plan and finally, align our toolbox of materials so that all of our schools are using the same tools for literacy instruction. We will be seeking input from various stakeholders along the way.

As we make progress on our approach to building our toolbox for foundational literacy skills, we continue to seek advice and consultation from Dr. Jarice Butterfield, our district's state-assigned Technical Assistance support. Dr. Butterfield has extensive background and training in English language development, special education, and school psychology.

At MPCSD, we believe that this action will help us meet our goal. We understand that learning timelines may vary when learning to read and comprehend, especially for our multilingual students and students with disabilities. And we recognize that as a district, we have to continue to work towards a cohesive practice that aligns with the California literacy framework and state standards.

Goal 3, Action 2-Addressing Significant Disproportionality

MPCSD again has been identified by the state as having significant disproportionality in the number of English Language Learners and Hispanic/Latinos that have qualified for special education. After reviewing the needs, conditions, and circumstances of our English Learners and Hispanic/Latinos, our English Language Services Coordinator, Special Education, and Ed Services organized opportunities to be able to offer English Learner services in the general education classroom setting and model strategies and supports for general educators while enhancing collaboration/communication.

This past school year, school site English Language (EL) Specialists continued to push into general education classrooms to provide targeted services for some ELs to target students' specific language & literacy needs related to classroom content (push into RSP, reading, writing). Our EL Specialists also collaborated with site special education teachers to support the special education resource special program (RSP) teacher's capacity to understand and deliver integrated ELD during RSP.

Our continued EL coaching allows teachers to develop and strengthen their skill sets to meet the needs of a diverse student population in a safe and supportive approach. This partnership will directly impact our students so that they can provide them with effective instruction, a direct approach to meeting our goal of serving our English Language Learners. This action will help us meet our goal, and we will monitor progress through the metrics listed in goal 3.

Goal 3, Action 6-Targeted Academic Intervention

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 and professional development to support our EL students. The EL instructional aides continue to provide intentional reviews for our students and individualize the students' academics so that students can have access to the core content. We see that two of our schools, Encinal and Laurel, continue to have higher caseloads of English Language learners. Encinal serves 75 EL students, and Laurel serves 60 EL students compared to the other two schools' EL students, with 20 at Oak Knoll and 30 at Hillview. The EL instructional aides (on top of the current EL support allocation) for Encinal and Laurel (Upper/Lower) School have allowed Encinal and Laurel EL specialists to provide targeted academic interventions to accelerate learning and address student needs.

As a district, we continue to see the benefits that students are receiving through the EL instructional aide support. The EL instructional aides can 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

This past school year, MPCSD served an average of 10% of underrepresented students, with 51% of them scoring standards nearly/not met in English Language Arts. We continue to prioritize our most vulnerable learners and partner with our parents. Our District and Early Learning Center Family Engagement Liaisons will reach Low SED families to increase home and school connections. Outreach can include individual needs assessment, parent events, and parent education.

Although our 2022-23 Panorama survey data only showed that 32.9% of parents reported 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

At the start of this school year, our principals and assistant principals took turns riding the bus during the first week of school. Our administrators noticed that students who rode the bus were tired because of the bus ride and just how early the students had to get up to catch the bus. They also noticed that students continued to feel left out of some of the after school programs because they have to catch the bus straight after school. The school bus drivers were also able to provide feedback to our administrators. They reported that when there is an extra adult on the bus students were less likely to get into trouble. We know that all of this has an impact on student wellness and academics. We will continue to audit our bus rides as a way to collect more data and talk to kids about their experiences as well as brainstorm solutions since one would have a better understanding of the situation. Unfortunately, due to constraints of the schedule, and distance driven, we have not been able to solve some of the issues our students experience.

We still believe that this action will continue to provide us with data on how to meet the needs of our students in addressing our goal. Many of our underrepresented students who are a part of the Tinsley transfer program live in East Palo Alto. This 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. And 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 continue to help examine opportunities that can improve the students' wellness and connectedness to school. 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 \$819,524 for the fiscal year 2023-2024. 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.

In addition the following action contributed to the total calculated funds.

Goal 3, Action 4-Targeted Academic Intervention

As we continue to find our district identified by the state as having significant disproportionality in the number of English Language Learners and Hispanic/Latinos that have qualified for special education, we see that two of our schools, Encinal and Laurel, continue to have the higher caseloads of English Language learners. Encinal serves 75 EL students, and Laurel serves 60 EL students compared to the other two schools' EL students, with 20 at Oak Knoll and 30 at Hillview. MPCSD will continue to provide increased EL Support and intervention specialist (on top of the current EL support allocation) for Encinal and Laurel (Upper/Lower) School. This additional support has allowed Encinal and Laurel to provide targeted academic interventions to accelerate learning and address student needs.

Our reclassification rates show that our students receive the necessary services. This increased intervention support resources/staff to those school sites (Encinal and Laurel) with larger caseloads of EL students will continue next year as it has been a promising practice. This action was carried over from the 21-22 LCAP with a new addition of intervention support, as this action will help us meet our goal. 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.

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	NA	NA
Staff-to-student ratio of certificated staff providing direct services to students	NA	NA

2023-24 Total Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$1,660,046.00	\$428,600.00	\$295,000.00	\$122,000.00	\$2,505,646.00	\$2,318,646.00	\$187,000.00

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	\$155,000.00	\$0.00	\$0.00	\$0.00	\$155,000.00
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	\$40,000.00	\$0.00	\$0.00	\$50,000.00	\$90,000.00
2	2.3	2.3 Collaboration on Multi-Tiered Systems of Support	All	\$10,000.00	\$0.00	\$0.00	\$0.00	\$10,000.00
2	2.4	2.4 Implementation of Learning Management System	All	\$20,000.00	\$10,000.00	\$0.00	\$0.00	\$30,000.00
2	2.5	2.5 Competency and Evidence Based Grading Practices	All	\$30,000.00	\$0.00	\$0.00	\$0.00	\$30,000.00
2	2.6	2.6 Targeted Academic Intervention	All	\$354,400.00	\$225,600.00	\$0.00	\$0.00	\$580,000.00
2	2.7	2.7 Competency and Evidence Grading	All	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
3	3.1	3.1 Addressing Significant Disproportionality	English Learners	\$10,000.00	\$0.00	\$0.00	\$24,000.00	\$34,000.00
3	3.2	3.2 Addressing Significant Disproportionality	English Learners	\$10,000.00	\$0.00	\$0.00	\$24,000.00	\$34,000.00
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	\$330,000.00	\$57,000.00	\$125,000.00	\$24,000.00	\$536,000.00
3	3.5	3.5 Extended Learning Time	EL, SPED All Students with Disabilities	\$165,000.00	\$135,000.00	\$0.00	\$0.00	\$300,000.00
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	\$1,000.00	\$0.00	\$0.00	\$1,000.00
4	4.2	4.2 Family Engagement	English Learners Foster Youth Low Income	\$128,000.00	\$0.00	\$0.00	\$0.00	\$128,000.00
4	4.3	4.3 Transportation Service	English Learners Foster Youth Low Income	\$5,000.00	\$0.00	\$0.00	\$0.00	\$5,000.00
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
5	5.2	Integrated Well Being	All			\$45,000.00		\$45,000.00
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

2023-24 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
\$29,077,966	\$819,524	2.82%	0.00%	2.82%	\$820,646.00	0.00%	2.82 %	Total:	\$820,646.00
								LEA-wide Total:	\$480,646.00
								Limited Total:	\$330,000.00
								Schoolwide Total:	\$10,000.00

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	\$10,000.00	
3	3.2	3.2 Addressing Significant Disproportionality	Yes	Schoolwide	English Learners	Specific Schools: Hillview, Laurel	\$10,000.00	
3	3.4	3.4 Targeted Academic Intervention	Yes	Limited to Unduplicated Student Group(s)	English Learners	Specific Schools: Encinal and Laurel	\$330,000.00	
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	\$128,000.00	
4	4.3	4.3 Transportation Service	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$5,000.00	

2022-23 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$2,291,392.00	\$2,314,265.42

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	\$115,000.00	\$123,674.06
1	1.2	1.2 Integrated Well-Being	No	\$10,000.00	\$10,400
1	1.3	1.3 Family and Community Engagement	No	\$10,000.00	\$7,079.76
2	2.1	2.1 Homeless and Foster Youth Support Services	Yes	\$3,000.00	\$12,280
2	2.2	2.2 Professional Development on Multi-Tiered Systems of Support	No	\$90,000.00	\$89,054.93
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	\$46,500.00	\$43,542.62
2	2.5	2.5 Competency and Evidence Based Grading Practices	No	\$52,500.00	\$26,148.55
2	2.6	2.6 Targeted Academic Intervention	No	\$400,000.00	\$407,391.09

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)
2	2.7	2.7 Competency and Evidence Grading	No	\$0.00	\$0.00
3	3.1	3.1 Addressing Significant Disproportionality	Yes	\$32,500.00	\$35,674.93
3	3.2	3.2 Addressing Significant Disproportionality	Yes	\$32,500.00	\$34,126.57
3	3.3	3.3 Implementation of Multi-Tiered Systems of Support	No	\$0.00	\$0
3	3.4	3.4 Targeted Academic Intervention	Yes	\$515,646.00	\$531,085.36
3	3.5	3.5 Extended Learning Time	No	\$365,000.00	\$323,410.72
3	3.6	3.6 Targeted Academic Intervention	Yes	\$459,646.00	\$497,790.20
4	4.1	4.1 Integrated Well-Being	No	\$4,000.00	\$1,000
4	4.2	4.2 Family Engagement	Yes	\$109,600.00	\$115,072.50
4	4.3	4.3 Transportation Service	Yes	\$500.00	\$4,692.02
5	5.1	5.1 Integrated Well Being and Healthy Collaborative Relationships	No	\$15,000.00	\$21,205.00
6	6.1	6.1 Integrated Well Being, Healthy and Collaborative Relationships	No	\$30,000.00	\$30,637.11

2022-23 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)
\$710,463	\$816,392.00	\$878,588.72	(\$62,196.72)	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	\$3,000.00	\$12,280		
3	3.1	3.1 Addressing Significant Disproportionality	Yes	\$17,000.00	\$20,174.93		
3	3.2	3.2 Addressing Significant Disproportionality	Yes	\$17,000.00	\$18,626.57		
3	3.4	3.4 Targeted Academic Intervention	Yes	\$334,646.00	\$334,952.50		
3	3.6	3.6 Targeted Academic Intervention	Yes	\$334,646.00	\$372,790.20		
4	4.2	4.2 Family Engagement	Yes	\$109,600.00	\$115,072.50		
4	4.3	4.3 Transportation Service	Yes	\$500.00	\$4,692.02		

2022-23 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)
\$26,546,582	\$710,463	0.00%	2.68%	\$878,588.72	0.00%	3.31%	\$0.00	0.00%

Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

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

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

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

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

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

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

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

Engaging Educational Partners

Purpose

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

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

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

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

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

Requirements and Instructions

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

Local Control and Accountability Plan:

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

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

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

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

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

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

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

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

- Inclusion of a goal or decision to pursue a Focus Goal (as described below)

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

- **Focus Goal:** A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
- **Broad Goal:** A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.

- **Maintenance of Progress Goal:** A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

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

Focus Goal(s)

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

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

Broad Goal

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

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

Maintenance of Progress Goal

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

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

Required Goals

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

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

- **Consistently low-performing student group(s) goal requirement:** An LEA meeting the consistently low-performing student group(s) criteria must include a goal in its LCAP focused on improving the performance of the student group or groups that led to the LEA’s eligibility for Differentiated Assistance. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, this student group or groups. An LEA required to address multiple student groups is not required to have a goal to address each student group; however, each student group must be specifically addressed in the goal. This requirement may not be met by combining this required goal with another goal.
- **Goal Description:** Describe the outcomes the LEA plans to achieve to address the needs of, and improve outcomes for, the student group or groups that led to the LEA’s eligibility for Differentiated Assistance.
- **Explanation of why the LEA has developed this goal:** Explain why the LEA is required to develop this goal, including identifying the student group(s) that lead to the LEA being required to develop this goal, how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the student group(s), and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes identified in the goal description.

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

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

Measuring and Reporting Results:

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

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

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

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

Complete the table as follows:

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

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

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

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

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

Purpose

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

Requirements and Instructions

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

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

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

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

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

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

Required Descriptions:

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

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

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

- It considers the needs, conditions, or circumstances of its unduplicated pupils;

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

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

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

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

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

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

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

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

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

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

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

Actions Provided on a Schoolwide Basis:

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

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

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

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

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

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

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

Action Tables

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

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

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

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

Data Entry Table

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

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

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

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will receive on the basis of the number and concentration of unduplicated students for the coming school year.

- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 CCR Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover — Percentage. This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.
- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action’s number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering “All,” or by entering a specific student group or groups.
- **Contributing to Increased or Improved Services?:** Type “Yes” if the action is included as contributing to meeting the increased or improved services; OR, type “No” if the action is **not** included as contributing to meeting the increased or improved services.
- If “Yes” is entered into the Contributing column, then complete the following columns:
 - **Scope:** The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
 - **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
 - **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate “All Schools.” If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must

enter “Specific Schools” or “Specific Grade Spans.” Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.

- **Time Span:** Enter “ongoing” if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter “1 Year,” or “2 Years,” or “6 Months.”
- **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel:** This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.
- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA’s total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
 - **Note:** For an action to contribute towards meeting the increased or improved services requirement it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.
 - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.
- **Estimated Actual Expenditures for Contributing Actions:** Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.
- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).
 - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action

was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been \$169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of \$169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant:** Provide the total amount of LCFF funding the LEA estimates it will receive for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 CCR Section 15496(a)(8).
- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 CCR Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

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

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

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

- Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)
 - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4)

- 5. Total Planned Percentage of Improved Services (%)
 - This amount is the total of the Planned Percentage of Improved Services column

- 8. Total Estimated Actual Percentage of Improved Services (%)
 - This amount is the total of the Estimated Actual Percentage of Improved Services column

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

LCFF Carryover Table

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

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

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

California Department of Education
January 2022