

LCAP

Mid-Year Report



A Local Control Accountability Plan Mid-Year Report

February 8, 2024

Background

Expanded and updated language in Assembly Bill 114 requires LEAs to present a mid year update on their LCAP and budget overview for parents annually on or before February 28 at a regularly scheduled meeting of the governing board of the LEA. At this meeting the LEA must include all of the following:

Implementation

Implementation update on actions identified in the LCAP

Metrics

Available mid-year outcome data related to metrics update identified in the LCAP

Expenditures

Mid-year expenditure update identified in the LCAP

Priorities

Sense of Belonging: Ensuring an environment where every student experiences acceptance, inclusion, recognition, comfort, and respect from both peers and adults. We aim for students to perceive themselves as valued and active members of their school community.

Strength-based Approach: We aim to understand the assets and interests each student has developed, harnessing what works well, and using these insights to strengthen areas where improvement is needed. We also recognize the importance of being mindful about how our assumptions can influence our expectations of a student's potential.

Academic Precision: Educators are specifically focused on academic instruction and progress monitoring of student achievement throughout the year with an unwavering commitment to ensuring academic outcomes for **all** students, especially those who are currently working below grade level. Schools increase their capacity to differentiate instruction, services and resources to respond effectively to the diverse needs of their students, with the aim of ensuring all students benefit and show progress in their academic achievement.

LCAP Goal #1 EQUITY+Bias

LCAP Goal #2 ACADEMIC

LCAP Goal #3 EL

LCAP Goal #4 SED

LCAP Goal #5

INTEGRATED-WELLBEING

LCAP Goal #6 PARENT

ENGAGEMENT

Implementation & Metrics

LCAP Goal 1

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



Action 1.1	Healthy and Collaborative Relationships
Action 1.2	Integrated WellBeing
Action 1.3	Family and Community Engagement

- District English Language Advisory Committee
- Saturday Parent Cafe workshop
- Community Reads to Raise Awareness on Diversity
- Multicultural Education
- Ongoing After School Transportation

LCAP Goal 1-Metrics

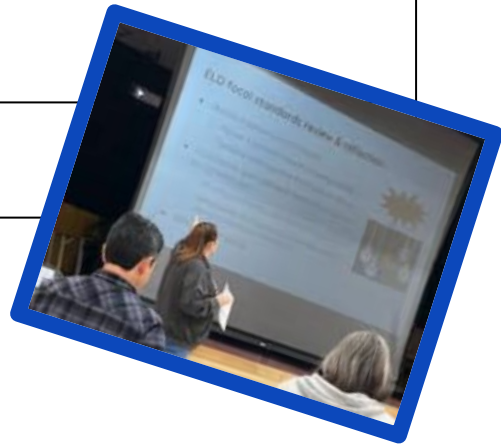
Metric	Baseline 2020-21	Desired Outcome 2023-24	Mid-Year Update 2023-24	Status
<i>% of district staff participation in Equity and Bias training & development.</i>	<i>0%</i>	<i>100%</i>	<i>Current Data Unavailable</i>	<i>In Progress</i>
<i>% of underrepresented students feeling “engage” or “very engaged” in their learning: annual Panorama (gr 3- 8) “Engagement Scale.”</i>	<i>72%</i>	<i>96 %</i>	<i>Current Data Unavailable</i>	<i>In Progress</i>
<i>% of underrepresented students feeling of “Sense of belonging”: Panorama (gr 3-8) “Sense of belong Scale.”</i>	<i>79%</i>	<i>90 %</i>	<i>Current Data Unavailable</i>	<i>In Progress</i>
<i>% of district staff participation: annual Panorama focusing on Equity and Bias.</i>	<i>61%</i>	<i>96%</i>	<i>Current Data Unavailable</i>	<i>In Progress</i>

LCAP Goal 2

Broad Goal: Over a three-year period of time, MPCSD staff will focus greater attention on the individual learning and support needs of each child, using diagnostic and formative tools to address specific learning targets in reading, writing, 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 student population scoring at the "Standards Exceeded" performance band on the Smarter Balanced Assessment will increase in ELA and Math by 2% each year.



Action 2.1	Homeless & Foster Youth Support Services
Action 2.2 & 2.3	Professional Development & Collaboration on MTSS
Action 2.4	Implementation of Learning Management System
Action 2.5 & 2.7	Competency & Competency Grading
Action 2.6	Targeted Academic Intervention



- Professional Development on Asset Based Math Assessment & New Math Framework
- Professional Development on Foundational Literacy Skills
- Adoption of Foundational Lit. Skills Curriculum & Reading Assessment
- Math Intervention Support

LCAP Goal 2-Metrics

LCAP Overview 2021-2024								
#	Goal	Subject	Baseline	Goal	Actual	Actual	Actual	Delta
			2021	2024	2022	2023	2024	21 to 23
2.1	Increase the percentage of students who Met or Exceeded Standard on SBAC ELA by 3-5% (Real baseline is 2019 due to the pandemic)	All ELA	84%	93%	81%	80%	TBD	-4%
		AA ELA	60%	63%	43%	36%	TBD	-24%
		HI ELA	62%	65%	59%	55%	TBD	-7%
		PI ELA	40%	43%	64%	38%	TBD	-2%
		SED ELA	47%	55%	51%	48%	TBD	1%
		SWD ELA	44%	66%	34%	31%	TBD	-13%
		EL ELA	21%	30%	26%	19%	TBD	-2%
		Ever EL ELA	63%	72%	61%	60%	TBD	-3%
2.2	Increase the percentage of students who Met or Exceeded Standard on SBAC Math by 3-5% (Real baseline is 2019 due to the pandemic)	All Math	83%	93%	77%	78%	TBD	-5%
		AA Math	40%	43%	21%	29%	TBD	-11%
		HI Math	55%	58%	52%	49%	TBD	-6%
		PI Math	35%	38%	27%	25%	TBD	-10%
		SED Math	36%	44%	39%	40%	TBD	4%
		SWD Math	39%	47%	31%	37%	TBD	-2%
		EL Math	33%	42%	23%	28%	TBD	-5%
		Ever EL Math	62%	71%	56%	57%	TBD	-5%
2.3	Increase the percentage of students Exceeding Standard on SBAC ELA by 2% (Real baseline is 2019 due to the pandemic)	State Standards	57%	59%	51%	49%	TBD	-8%
2.4	Increase the percentage of students Exceeding Standard on SBAC Math by 2% (Real baseline is 2019 due to the pandemic)	State Standards	61%	63%	55%	57%	TBD	-4%

Local Assessments

F&P K-2

Fountas & Pinnell

The *Fountas & Pinnell Benchmark Assessment System* is used to identify the instructional and independent reading levels of students with accuracy and reliability

SRI 3-8

Scholastic Reading Inventory

SRI Test is a reading assessment tool designed to measure and monitor students' reading comprehension levels. It assess students' reading comprehension, reading level, vocabulary, and fluency

MathBM 1-8

Math Benchmark

A Math Benchmark in math is an assessment tool that supports teachers in monitoring their students' progress toward grade level math standards

Mini-MIRA 3-8

MIRA (Math Initiative Readiness Assessment)

The Mini-MIRA is an asset-based assessment to help teachers understand how their students are thinking about and approaching essential **math** topics.

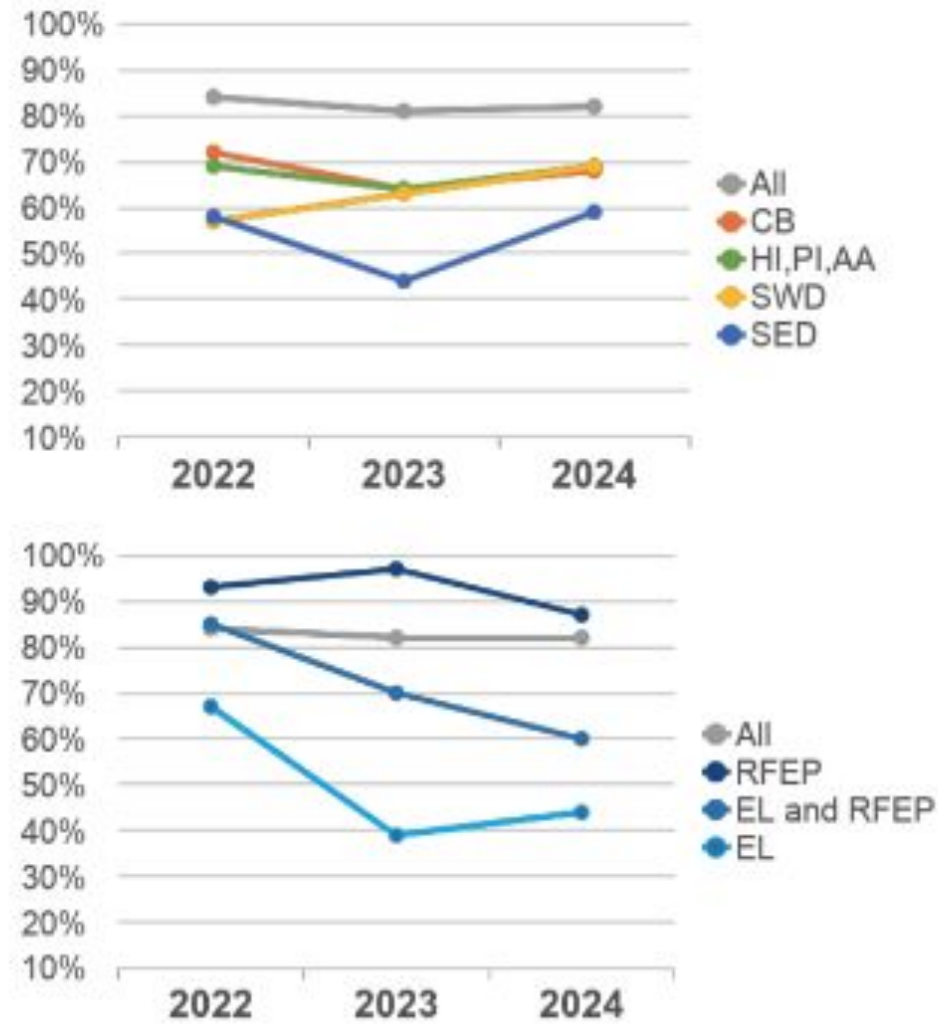
Student Group Three-Year Comparisons



F&P

K-2 Instructional Performance; not optional

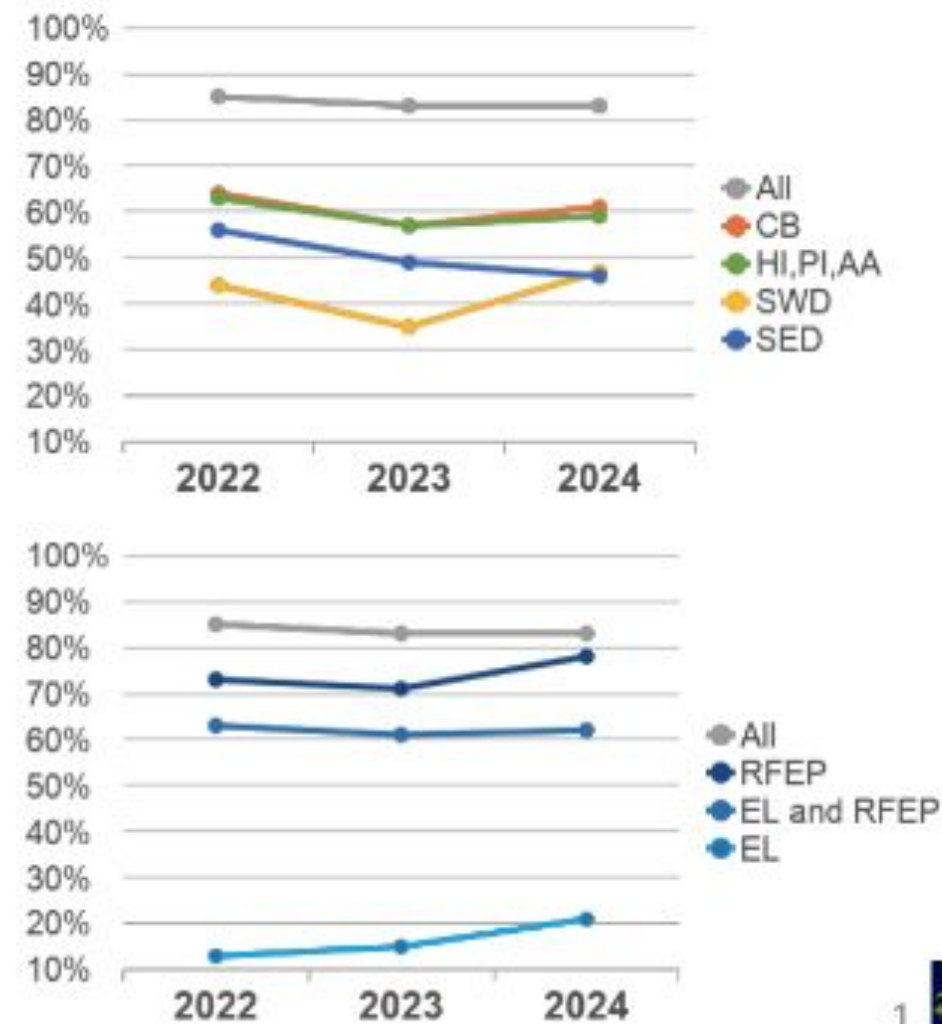
% Met or Exceeded Standard



SRI



3-8, administered in English; not optional



Trimester 1

K-5 Fountas & Pinnell (F&P) Data Districtwide

- 69% Students with Disabilities, met or exceeded standards, a 6% increase from last year
- 59% Students from Economically Disadvantaged Families met or exceeded standards, a regain of %15 percent
- 60% EL & RFEP Students met or exceeded standards, a 10% decline from last year

3-8 Scholastic Reading Inventory (SRI) Data Districtwide

- Most student groups remained steady across the 3 years
- 47%% Students with Disabilities, met or exceeded standards, a 12% increase from last year
- 21% EL students net or exceeded standards



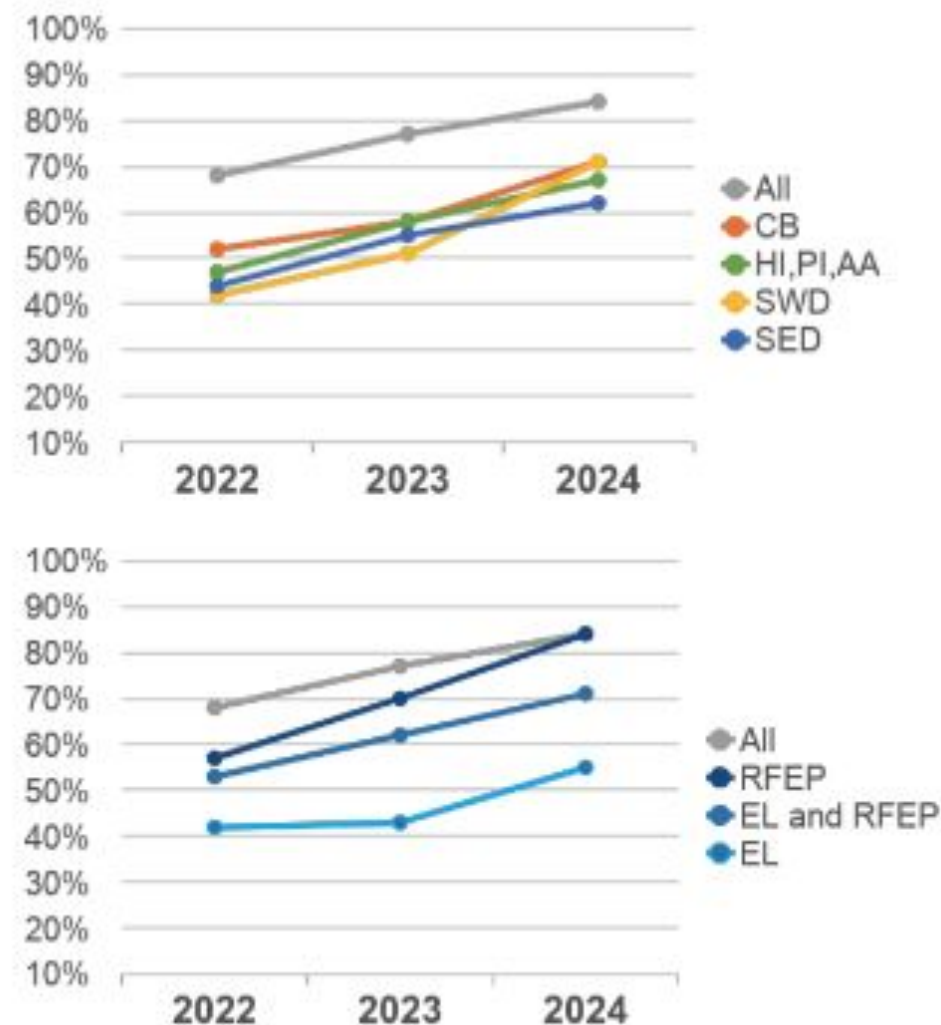
Student Group Three-Year Comparisons



Math Benchmark

K-8; not optional

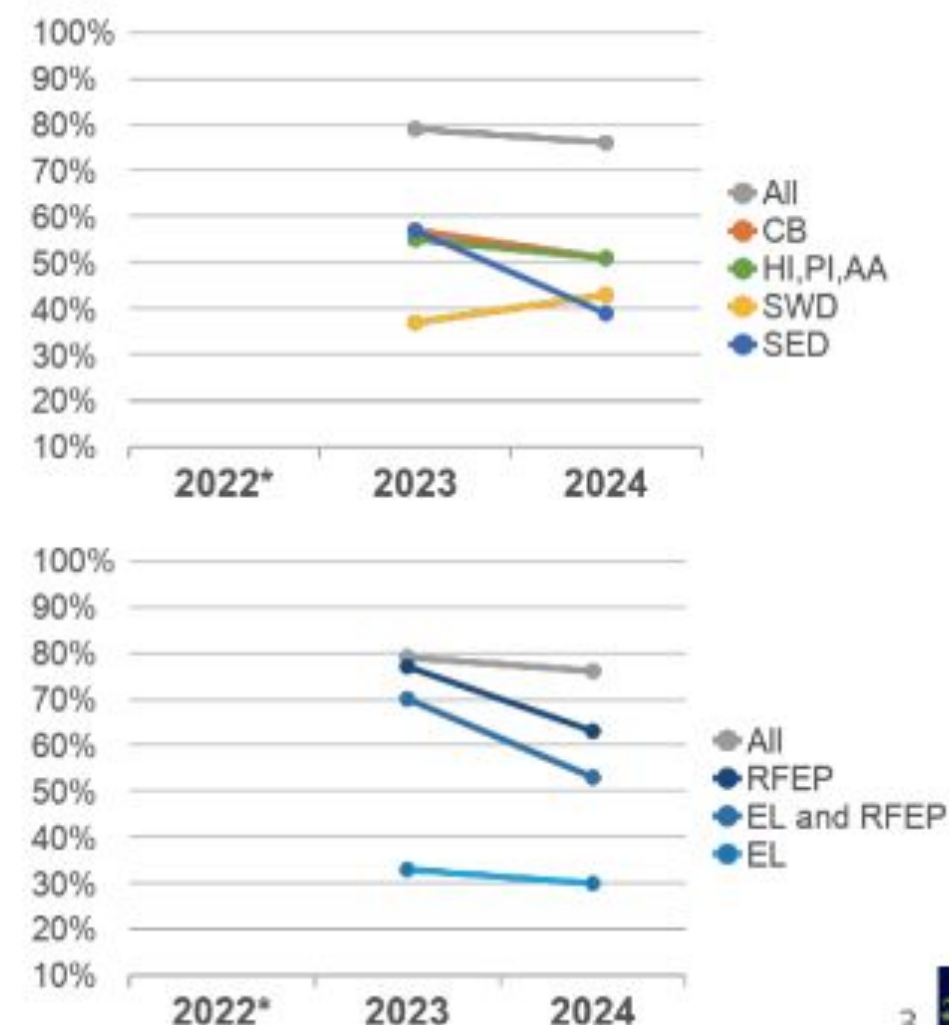
% Met or Exceeded Standard



Mini-MIRA



3-8; not optional



*began administering Mini-MIRA in 2023

3



Trimester 1

K-8 Math Benchmark Data Districtwide

- Every student group increased in the number of students met or exceeded standards
- 71% of College Bound Students met or exceeded standards, an increase of 16% from last year
- 71% Students with Disabilities, met or exceeded standards, a 20% increase from last year

3-8 Mini-MIRA Data Districtwide

- 43% Students with Disabilities, met or exceeded standards, a 6% increase from last year
- 39% Students from Economically Disadvantaged Families met or exceeded standards, a decline of %18 percent from last year
- 53% EL & RFEP Students met or exceeded standards, a 17% decline from last year

LCAP Goal 3

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



Action 3.1 & 3.2	Addressing Significant Disproportionality
Action 3.3	Implementation of Multi-Tiered Systems of Support
Action 3.4	Targeted Academic Intervention
Action 3.5	Extended Learning Time
Action 3.6	Targeted Academic Intervention

- English Language Learner Progress Monitoring Tool
- TWIG Science with EL Standards Integration
- Additional English Language Development Specialists
- High Quality Instructional Materials
- Summer NEWCOMER Program



LCAP Goal 3-Metrics

LCAP Overview 2021-2024								
#	Goal	Subject	Baseline	Goal	Actual	Actual	Actual	Delta
			2021	2024	2022	2023	2024	21 to 23
# of EL students per year/# of RFEP Students per year			120/26		154/38	202/56	TBD	
3.1	Decrease the number of LTELs each year *2018 new ELPAC	Encinal	1	0	2	1	TBD	0
		Laurel	1	0	2	2	TBD	1
		Oak Knoll	0	0	0	0	TBD	0
		Hillview	13	0	5	6	TBD	-7
3.2	Increase the number of students making annual growth in learning English *2018 transition year from CELDT to ELPAC	State Standards	57	60	60	35	TBD	-22
3.3a	Increase the # of ELs attaining English Proficiency - less than 5 years (RFEP)	Pupil Achievement	20	40	28	43	TBD	23

LCAP Goal 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.



Action 4.1	Integrated WellBeing
Action 4.2	Family Engagement
Action 4.3	Transportation Service



- District English Language Advisory Committee
- Saturday Parent Cafe workshop
- Ongoing After School Transportation
- Family Engagement Coordinator Outreach
- After-school and Summer Programming Scholarships
- Holiday Drive

LCAP Goal 4-Metrics

LCAP Overview 2021-2024								
#	Goal	Subject	Baseline	Goal	Actual	Actual	Actual	Delta
			2021	2024	2022	2023	2024	21 to 23
4.1	Percentage of Low SED students considered "chronically absent" based on the CDE	Engagement	12.9% (N=287)	0%	22.3% (N=292)	18.2% (N=329)	TBD	5
4.2	Maintenance of a remarkably low suspension rate of no more than 1% for middle and elementary school students through successful completion of our restorative justice suspension diversion program	Engagement	0.0%	1.0%	0.0%	0.5%	TBD	0.5%
4.3	Maintain an average score of 4 on feeling "physically and emotionally safe" at school in both fifth grade and 6-8 according to the Panorama Survey *Scale changed from Mean Score to Percent Favorable	School Climate	83%	92%	75%	71%	TBD	-12%
4.4	Increase the average percentage on feeling "a sense of belonging" in both fifth grade and 6-8 according to the Panorama Survey	3rd-5th	77%	80%	75%	72%	TBD	-5%
		6th-8th	46%	49%	47%	46%	TBD	0%
4.5	Increase 3-10 percentage point each year in students reporting feeling "engaged in their classes" according to the Panorama Survey	3rd-5th	78%	81%	78%	68%	TBD	-10%
		6th-8th	58%	61%	56%	54%	TBD	-4%
4.6	Percentage of under represented parents reporting being meaningfully engaged in their children's school on the annual Panorama.	Engagement	32.9%	60.0%	46.0%	54.0%	TBD	21.10%
4.9	Maintenance of our 0% middle school drop out rate	Engagement	0%	0%	0%	0%	TBD	0%

LCAP Goal 5

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 SELF Survey “Emotional Regulation” composite score.

Action 5.1	Integrated Well Being and Healthy Collaborative Relationships
Action 5.2	Integrated Well Being

- District Dog Program, PAWSitivity
- The Ruler
- Project Cornerstone at Hillview
- District Counseling Program
- Riekes Partnership



LCAP Goal 5-Metrics

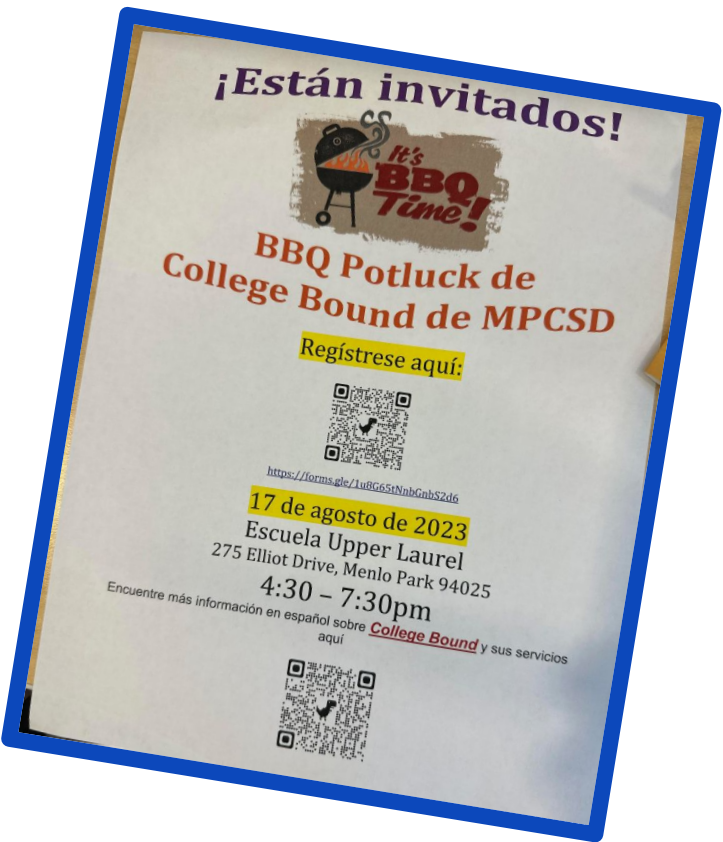
LCAP Overview 2021-2024								
#	Goal	Subject	Baseline	Goal	Actual	Actual	Actual	Delta
			2021	2024	2022	2023	2024	21 to 23
5.1	Percentage of underrepresented students reporting on “Emotional Regulation” on the annual Panorama (grades 3-8) “Emotional Regulation Scale.”	Engagement	50%	100%	44%	44%	TBD	-6%
5.2	Percentage of underrepresented students considered “chronically absent” based on the CDE definition and reflected in the CA Dashboard, at least once.	SED	12.9%	0%	22.3%	18.2%	TBD	5%
		Hispanic	6.9%	0%	16.8%	16.8%	TBD	10%
		EL	8.6%	0%	17.5%	18.7%	TBD	10%
		African American	5.0%	0%	13.6%	13.6%	TBD	9%
		Pacific Islander	21.9%	0%	48.4%	25.8%	TBD	4%
		SWD	8.9%	0%	17.4%	17.5%	TBD	9%
5.3	Percentage of under represented students suspended at least once.	SED	1.4%	0%	2.0%	1.2%	TBD	0%
		Hispanic	0.8%	0%	1.2%	1.5%	TBD	1%
		EL	1.6%	0%	0.9%	0.9%	TBD	-1%
		African American	5.0%	0%	4.5%	4.5%	TBD	-1%
		Pacific Islander	2.0%	0%	3.1%	3.2%	TBD	1%
		SWD	2.6%	0%	0.8%	1.1%	TBD	-2%

LCAP Goal 6

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.

Action 6.1	Integrated Well Being, Healthy and Collaborative Relationships
------------	--

- District English Language Advisory Committee
- Saturday Parent Cafe workshop
- Parent Education Series
- Family Bilingual Bingo Night at Hillview
- LCAP Advisory Team



LCAP Goal 6-Metrics

Metric	Baseline	Desired Outcome for 2023-24	2023-24 Mid-Year Update	Status
% of underrepresented families reporting feeling “connected” or “very connected” in their learning on the annual Panorama (gr 3-8) “Family Engagement Scale.”	2020-2021 36%	2023-24 100%	2023-24 This Data is Not Yet Available	In Progress
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)	96 %	2023-24 This Data is Not Yet Available	In Progress
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.	100 %	2023-24 This Data is Not Yet Available	In Progress

Expenditures

Budget Overview

When the Menlo Park City School District adopted our LCAP and Budget on June 8, 2023, the state budget act was not complete. The adopted state budget included additional funds that were not anticipated by our district. The impact to our adopted Budget Overview for Parents is as follows:

Item	As adopted in BOP	Amount per Budget Act
Total LCFF Funds	\$47,789,670	\$48,148,747
LCFF Supplemental/ Concentration Grants	\$819,524	\$811,853

Impact to the Budget Overview for Parents

The enacted state budget included changes and reductions that were not anticipated by our district when we adopted our budget on June 8, 2023. The impact to our adopted Budget Overview for Parents is as follows:			
Budget Item	Projected 2023-24 Adopted Budget Amount	1st Interim 2023-24 Budget Amount	Difference
Total LCFF Funds	\$47,789,670	\$48,148,747	\$359,077
LCFF Supplemental & Concentration Grants	\$819,524	\$811,853	-\$7,671
All Other State Funds	\$5,032,964	\$5,353,964	\$321,000
All Local Funds	\$16,802,079	\$17,335,803	\$533,724
All Federal Funds	\$693,514	\$778,298	\$84,784
Total Projected Revenue	\$70,318,227	\$71,616,812	\$1,298,585

Impact to the Budget Overview for Parents

Budget Item	Projected 2023-24 Adopted Budget Amount	1st Interim 2023-24 Budget Amount	Difference
Total Budgeted General Fund Expenditures	\$72,395,865	\$75,386,760	\$2,990,895
Total Budgeted Expenditures in the LCAP	\$2,505,646	\$2,505,646	\$0
Total Budgeted Expenditures for High Needs Students in the LCAP	\$820,646	\$820,646	\$0
Expenditures not in the LCAP	\$69,890,219	\$72,881,114	\$2,990,895

NEW LCAP IN DEVELOPMENT



LCAP Committee

District LCAP
Committee meets
regularly to provide
input on NEW LCAP



DELAC

Engaged District
English Language
Advisory Committee
for Feedback



Union Membership

Annual Survey to
Collect Feedback from
Certificated and
Classified Staff

LCAP Advisory Team

On January 30th, the LCAP Advisory Team met for an entire day to review progress to date. Team members anchored their lens around Sense of Belonging, Strength-Based Approach and Academic Precision. The team analyze data and conducted empathy interviews with our underrepresented students. The day was spent towards informing the new LCAP.



*"I like Hillview,
projects can be
hard"*



*"I feel connected
to my teachers.
They make me
feel like I
belong"*



Closing & Questions