



## 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
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## Plan Summary [2024-25]

### General Information

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

The Menlo Park City School District serves parts of Menlo Park, Atherton, and unincorporated San Mateo County. Menlo Park and Atherton are located 27 miles south of San Francisco and 20 miles northwest of San Jose, on the edge of Silicon Valley, two miles from Stanford University. In our educational community, five schools nurture the potential of nearly 2,800 students from preschool through 8th grade. These institutions include the Early Learning Center preschool, Encinal Elementary School, grades TK-5; Laurel Elementary School on two campuses - Lower Campus, grades TK-2 and Upper Campus, grades 3-5; Oak Knoll Elementary, grades TK-5; and Hillview Middle School, grades 6-8.

Our student body reflects a rich diversity: 48% White, 20% Hispanic Latino, 17% Asian, 13% Multi-Race, and smaller percentages of Pacific Islander, African American, and Filipino students. We also welcome 7% English Language Learners (ELL), 9% Initial Fluent English Proficient (IFEP), and 8% Reclassified Fluent English Proficient (RFEP) students, each embarking on a unique journey in pursuit of knowledge. Committed to inclusivity, we prioritize serving English Language Learners, our largest underrepresented student group. We aim to empower English Language Learners to achieve readiness for high school A-G courses and to foster equitable opportunities for all students by eliminating the designation of "long-term" English Language Learner status. 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.

As a "community-funded" district, 86% of our revenues come from local taxpayers. In the fiscal year 2023-24, our budget totaled \$70 million, with the majority sourced from property tax revenues (64%) and supplemented by parcel tax revenue (16%), contributions from Menlo Park-Atherton Education Foundation (6%), and other local donors (2%). Federal and state allocations, including LCFF minimum guarantees, contribute 12%. We thank our educational partners for their support in creating an environment where every student can excel. Together, we cultivate a space where learning flourishes, preparing our students to engage, achieve, and thrive.

## Reflections: Annual Performance

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

In 2023, Menlo Park City School District (MPCSD) continues to see the residual effects of the pandemic on student achievement. While the district maintains its focus on progress, there are notable improvements and areas for growth compared to previous years.

Some bright spots emerge when comparing 2022 to 2023. For instance, students who were Reclassified as Fluent English Proficient (RFEP) saw a 3% increase in English Language Arts (ELA) achievement and a 5% increase in Mathematics. Additionally, there was a 6% increase in Math achievement among Students with Disabilities, rebounding from a 7% decline in the prior year. Moreover, the students from socioeconomically disadvantaged families demonstrated a 3% increase in Math achievement, continuing a positive trend that began in 2017. Several student groups did experience decreases in ELA achievement from 2022 to 2023, including College Bound students (decreased 9%) and Hispanic, Pacific Islander, African American, and English learner groups (6% to 14%).

It is important to note that the English Language Learner (ELL) group is an ever-changing student group; students exit as they become proficient in English. In past years, some students who scored "4" in English proficiency on the ELPAC took the spring summative assessments as part of the English learner student group. In 2023, with the adoption of the revised Reclassification criteria, most all students who had scored "4" English proficient were reclassified and exited the English learner program before spring state testing.

A California Dashboard Analysis:

Analyzing the California Dashboard performance levels provides insight into academic achievement. In ELA, the Asian student group maintained academic achievement (blue performance level), while the ALL students category, particularly White and Hispanic student groups, showed a slight decline (green performance level). English Language Learners, socioeconomically disadvantaged students, and students with disabilities fell in the orange performance level, with no categories in the yellow or red.

In Mathematics, ALL students and two or More Race student groups increased in academic achievement (blue performance level), while Asian and White students maintained (blue performance level). English Language Learners showed a slight increase (green performance level), Hispanic students remained stagnant (yellow performance level), and socioeconomically disadvantaged students and students with disabilities fell in the orange performance level, indicating maintenance or decline in academic achievement.

### Districtwide Instructional Commitments

MPCSD is focusing on broadening ELD practices beyond the Designated English language development class taught by site English Learner specialists to also “integrate” ELD standards and practices within homeroom and specialist classes across the district to engage and scaffold content instruction while developing academic language for English learners. This will be accomplished through a district focus on ELD standards and three instructional strategies that support the development of these skills within content area academic literacy: Engaging Students in Meaningful Small-Group Discussions (Lesson Facilitation), Monitoring Student Thinking to Structure Discussions (Lesson Facilitation), Collaborative Problem Solving (Student Learning Behaviors)

A three-pronged approach to increasing ELA achievement is planned for the upcoming year to realign instructional practices to the ELA/ELD framework. First, a common K-2 foundational skills curriculum, Heggerty: Bridge to Reading, will be implemented to increase foundational reading proficiency in the primary grades. Second, a focus for 3-5 grades on Word Study Morphology using Words Their Way and Wordly Wise, as well as content area literacy and instructional strategies for comprehending complex text for 6-8 grades. Third, new reading benchmark tools should be implemented to provide a better alignment and more diagnostic information about students’ reading abilities.

After piloting asset-based math assessments in the 2022-2023 academic year, MPCSD will fully implement this assessment resource to analyze and interpret student results, plan re-engagement activities to deepen understanding of core mathematical concepts and utilize math language routines to process and develop mathematical ideas, make meaning, and effectively communicate mathematical understanding. The 2023-2024 academic year's focus was on science. MPCSD developed a K-5 grade-level scope and sequence of content instruction. In addition, a professional learning series was implemented to increase teachers’ abilities to use the curriculum in targeted ways, especially to support the content understanding and language development of English Language Learners within Science. Continuous improvement is at the heart of our practices this year. Not only is MPCSD engaged in Strategic Visioning this year, but in closing out our current LCAP 2021-2024 LCAP cycle. MPCSD's reflections on achievement, programs, and goals have impacted the 2024-2027 LCAP to ensure academic success for each of our students.

## Reflections: Technical Assistance

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

Menlo Park City School District does not receive Technical Assistance.

## 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 in the development of the LCAP.

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

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

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

Educational Partner(s)	Process for Engagement
<p>LCAP Committee (Parents, Middle School Students, Certificated Staff, Classified Staff)</p>	<p>An effective approach to engaging educational partners in developing the Local Control and Accountability Plan (LCAP) involves fostering open communication and collaboration. This process includes meaningful consultations with diverse stakeholders, such as teachers, principals, administrators, other school personnel, local bargaining units, parents, and students. Actively seeking input, holding inclusive meetings, and encouraging feedback have enhanced the development of MPCSD’s LCAP, which incorporates diverse perspectives and ensures that the plan aligns with the needs and priorities of the entire educational community.</p> <p>9.26.2023: This was the first meeting in which the team developed a deep understanding of the work around LCAP and reviewed district LCAP goals.</p> <p>10.17.23: At this meeting, team members were provided local one local data, including English/Language Arts &amp; math benchmark data, social &amp; emotional panorama data, attendance data, and discipline data.and CAASPP data for an initial analysis.</p> <p>1.30.24: At this meeting, team members were provided a mid-year update on implementation, progress, and time to analyze the trimester data. Input was gathered to inform the development of the 2024-2027 LCAP.</p> <p>2.27.24: At this meeting, team members participated in a brainstorming process for English Learner Visioning. The input noted that the district's vision does not specifically call out English Language Learners.</p>

Educational Partner(s)	Process for Engagement
	<p>4.30.24: At this meeting, the team reviewed feedback and qualitative data of the certificated and classified staff. A theme observed was how best to increase communication with families to build a connection between families and schools.</p> <p>5.30.24: At this meeting, district staff updated the team on the feedback the San Mateo County Office of Education provided. One highlight was that metrics directly aligned with some of the state priorities were missing.</p> <p>6.6.24: LCAP Public Hearing</p> <p>6.13.24: LCAP Board Approval</p>
<p>DELAC (District English Language Advisory Council)Families</p>	<p>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:</p> <p>9.12.23: (DELAC Family Welcome)-The district hosted a welcome event for families to learn about DELAC and to connect with other families.</p> <p>10.10.23: (#1)-Review district EL program, goals, and reclassification; receive DELAC training. 37 Participants</p> <p>11.7.23: (LCAP Input &amp; Strategic Visioning) -LCAP/Comprehensive Coordinated Early Intervening Services (CCEIS) input session with parents and CAASPP update. Parents also engaged in a Strategic Visioning session.</p> <p>1.23.24: (#2-ELPAC)-Review written notifications (parent notification of continued EL status and ELPAC testing).</p> <p>3.19.24: (Needs Assessment Survey &amp; ELPAC Score Reports).</p> <p>5.9.24: Celebration of Language Proficiency and Excellence Ceremony (Reclassification) @ Board Meeting. This ceremony will celebrate all our reclassified students' accomplishments in learning English.</p>

Educational Partner(s)	Process for Engagement
	<p>At most DELAC outreach meetings, parents were provided with translated material and information on accessing valuable resources in their target language online or in print. The increased effort and energy to engage our parents have expanded representation at DELAC meetings, Parent Education Series, Open House, school events, and the Celebration of Language Proficiency and Excellence Ceremony (RFEP) through 2024. 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.</p>
<p>Parent Outreach</p>	<p>Our addition of a grant-funded Family Engagement Coordinator has had an immeasurable impact on the district's ability to reach 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 assisting 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 2.1.24 to welcome MPCSD incoming parents participating in our Tinsley program. We expanded the presentation to include representation from site principals, district staff, and our parent engagement coordinator.</p> <p>8.17.23: College Bound BBQ, Family Information Night  10.14.23: Parent Cafe, Understanding Standards and Report Cards  3.23.24: Parent Cafe, Key factors for keeping families strong and supporting a child's development  4.4.24: Parent Cafe, Registration information session for the following events: 24-25 Re-enrollment, CalKids (Free money for college), School Run registration, Summer camps applications, Summer School info, 7th &amp; 8th graders -FCE program in EPA</p>

Educational Partner(s)	Process for Engagement
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 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 took place on August 30th, 2023.
Feedback Analytics Team and Feedback February	The Feedback Analytics Team met several times over the year with our partners at Panorama Education to revise the questions and refine 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.
Bargaining Units: LCAP Survey for Certificated, Classified Unions	We gathered input for the plan from certificated and classified staff on how to best serve our unduplicated students through a survey that addresses the Eight State Priorities. This survey was shared with both certificated and classified union members on March 8, 2024.
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 2024-27 LCAP plan will be available in the District Office for public review beginning June 3 to June 6, 2024. The Board will conduct a public hearing on Thursday, June 6, 2024, Board Meeting. District staff will present the final LCAP to the Board for approval on Thursday, June 13, 2024, at the Board Meeting. Superintendent Gracia will respond in writing should there be 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. On March 8th, 2024, SMCOE hosted an LCAP initial meeting. At this

Educational Partner(s)	Process for Engagement
	meeting, SMCOE provided an 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 2023-24 calendar year, SELPA provided consultation on March 8 and March 24, 2024, 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 Students with Disabilities on November 7th, 2023. On May 14, 2024, MPCSD received a confirmation email stating that we had met our SELPA consultation requirements without further clarification.

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

Menlo Park City School District has meticulously crafted a set of new core values, vision, and strategic priorities through a year-long process involving robust engagement with parent groups, parent-staff governance committees, district leadership, and surveys. We have communicated transparently that the feedback collected will directly shape our NEW Local Control Accountability Plan (LCAP). It was important that our newly developed Local Control Accountability Plan (LCAP) would intentionally align with the district's priorities, ensuring that we are all working towards the same outcomes as a district. Our leadership and the LCAP Committee, after a thorough review of qualitative and quantitative data and reflection on the California Dashboard, have identified a pressing need to focus on a sense of belonging, academic precision, and a strength-based approach.

**Priority #1: Grow Student Belonging**

The feedback for the new LCAP underscores key areas of emphasis. First, there is a call for a shift in the adult mindset, advocating an approach that focuses on students' strengths rather than deficits. This aligns with the broader goal of promoting positive and asset-based perspectives in the classroom. Second, there's an emphasis on addressing chronic absenteeism and recognizing its impact on student success. Additionally, the feedback underscores the importance of fostering a sense of belonging among students through deeper discussions, aiming for an inclusive and supportive school environment. Collectively, these efforts seek to enhance the overall effectiveness and inclusivity of the LCAP, addressing both immediate challenges and long-term goals within the educational framework.

**Priority #2: Strengthen Academic Excellence**

In response to the new LCAP, the feedback calls for a strategic focus on efforts in English Language Arts (ELA), math, and science, specifically for underrepresented students. This underscores the importance of targeted interventions and initiatives to strengthen educational outcomes in these core subjects. Concentrating resources, support, and quality professional development in ELA, math, and science aims to address and mitigate achievement disparities, fostering a more equitable and inclusive learning environment. The feedback advocates for a proactive and intentional approach to elevate academic performance and opportunities for success among underrepresented student populations.

### Priority #3: Create Inspiring Environments

The feedback highlights the significance of fostering a positive school climate and creating inspiring facilities and grounds. Stakeholders emphasize cultivating an environment where students, educators, and staff feel welcomed, supported, and engaged. A positive school climate promotes a sense of belonging, respect, and collaboration, contributing to an atmosphere conducive to learning and personal growth. Simultaneously, there's an emphasis on facilities and grounds serving as inspirational spaces, aligning with the educational mission and reflecting a commitment to creating environments that motivate and uplift the entire school community. The combined focus on a positive school climate and inspiring physical spaces aims to enhance the overall educational experience for all involved.

The feedback above has directly influenced the development of our new LCAP goals; below are the new LCAP goals to which our district has committed our attention, resources, and focus to supporting all students, with attention to our underrepresented student groups.

#### LCAP Goal #1

All students, specifically focal students, will report an increased sense of belonging, as measured by two questions on the annual student Panorama survey and qualitative data collected by administrators.

#### LCAP Goal #2

All students and specifically focal student groups will improve academic performance (meeting or exceeding standards) in ELA, Math, and Science (5th & 8th) as measured by the annual state assessments

#### LCAP Goal #3

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 to qualify for fluent English redesignation by their 6th concurrent year in MPCSD.

#### LCAP Goal #4

All students and specifically focal student groups will report an increased favorability regarding the overall social and physical learning climate of their school as measured by two questions on the annual panorama student survey.

Menlo Park City School District's comprehensive year-long process has directly shaped the NEW Local Control Accountability Plan (LCAP), aligning with district priorities. Priorities include a mindset shift emphasizing students' strengths, strategically focusing on ELA, math, and science for focal students, and creating inspiring learning environments. Our efforts, in time, will lead to capable, confident, and compassionate students.

# Goals and Actions

## Goal

Goal #	Description	Type of Goal
1	<p>All students, specifically focal students, will report an increased sense of belonging, as measured by two questions on the annual student Panorama survey and qualitative data collected by administrators.</p> <p>Metric: Quantitative data Panorama Survey "Overall, how much do you feel that you belong at your school?"(quite belong, extremely belong) &amp; "How often do you have opportunities to share your identity and/or culture at school" (quite often, very often) NOTE: 5 point scale with the top two being favorable. Qualitative data collection may include student focal groups, work samples, &amp; educational partner feedback as evidence of progress</p> <p>*Focal student groups: African American (AA), Pacific Islander (PI), Hispanic (H), English Language Learners (ELL), Students with Learning Differences (SWD), Students from Socio-Economically Disadvantaged Families (SED)</p>	Broad Goal

State Priorities addressed by this goal.

- Priority 1: Basic (Conditions of Learning)
- Priority 5: Pupil Engagement (Engagement)
- Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

Research has identified strength or asset-based learning as key to improved engagement, wellness, and a positive attitude towards school. This concept isn't new, but MPCSD's identified need is to deepen our staff's understanding and implementation of culturally responsive and asset-based instruction. Taking a strength-based approach to teaching and supporting students involves recognizing and valuing the diverse strengths and assets that students from various cultural backgrounds bring to the learning environment. Leveraging students' diverse strengths also creates a learning environment where every student feels a sense of belonging, acceptance, and appreciation for their unique contributions.

Our goal of integrating a strength-based approach into instructional practices stems from the belief that recognizing and leveraging each student's strengths fosters a more supportive and effective learning environment. Additional research has shown that focusing on a student's strength builds confidence and positive behaviors that lead to academic success. We have noticed through analyzing the California Dashboard that Chronic absenteeism is an area in which we need to monitor progress with fidelity. We need to pay close attention to our

underrepresented students and their attendance. When we compared 2022-23 to the 2020-2021 data, the percentage of chronically absent students has increased, especially our Hispanic and English Language Learners.

## Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	HR to host focus group interviews of a diverse group of staff (diverse backgrounds, diverse positions, etc) who have been employed in MPCSD for 7+ years, analyze qualitative data from interviews	<p>2024-25 This is a new metric, and the baseline will be available in 2025</p> <p>Analyze trends in feedback from the diversity of applicants. Yearly outcomes: report positive changes to practice as an outcome</p> <p>Percentage of "Clear" FTE as measured on the Teacher Assignment Monitoring Outcomes report</p>			<p>2026-27 This is a new metric, and the target outcome will be available in 2025</p>	
1.2	CA Dashboard Chronically Absenteeism Data on Focal Student Groups	<p>2023-24 TK-8 Chronically Absenteeism ALL (N-2747) 9.2% AA (N-22) 13.6% Asian (N-444) 4.1% EL (N-224) 18.8% HI (N-540) 16.9% PI (N-31) 25.8% SED (N-329) 18.2% SWD (N-262) 17.6% Homeless (N-13) 23.1%</p>			<p>2026-27 TK-8 Chronically Absenteeism ALL (N-X) 5% AA (N-X) 6% Asian (N-X) 2% EL (N-X) 10% HI (N-X) 10% PI (N-X) 15% SED (N-X) 10% SWD (N-X) 106% Homeless (N-X) 15%</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.3	Percentage of focal students reporting favorably a feeling of "Sense of belonging" on the annual Panorama (grades 3- 8) "Sense of belonging" Scale."	<p>2023-24</p> <p>3-5 gr. Students Reporting Favorably a "Sense of Belonging."  ALL (N-845) 79%  AA (N-8) 75%  Asian (N-149) 78%  EL (N-46) 87%  HI (N-149) 77%  PI (N-Confidentiality protected)  SED (N-95) 78%  SWD (N-63) 69%</p> <p>6-8 gr. Students Reporting Favorably a "Sense of Belonging."  ALL (N-788) 66%  AA (N-6) 17%  Asian (N-129) 74%  EL (N-20) 70%  HI (N-148) 61%  PI (N-10) 70%  SED (N-101) 52%  SWD (N-58) 45%</p>			<p>2026-27</p> <p>3-5 gr. Students Reporting Favorably a "Sense of Belonging."  ALL (N-X) 85%  AA (N-X) 81%  Asian (N-X) 84%  EL(N-X) 93%  HI (N-X) 83%  PI (N-X) 81%  SED (N-X) 83%  SWD (N-X) 75%</p> <p>6-8 gr. Students Reporting Favorably a "Sense of Belonging."  ALL (N-X) 72%  AA (N-X) 23%  Asian (N-X) 81%  EL(N-X) 76%  HI (N-X) 67%  PI (N-X) (N-Confidentiality protected)  SED (N-X) 58%  SWD (N-X) 51%</p>	
1.4	Percentage of SWD students reporting a feeling of "Sense of belonging" on the annual	<p>2023-24</p> <p>Students with Disability Reporting Favorably a "Sense of Belonging."</p>			<p>2026-27</p> <p>Students with Disability Reporting</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Panorama (grades 3- 8) "Sense of belonging" Scale"	Total # of SWD students (N-121) 3-5: 69% 6-8: 45%			Favorably a "Sense of Belonging." Total # of SWD students 3-5: 74% 6-8: 50%	
1.5	Percentage of focal student groups reporting Culture Awareness in the Panorama survey	2023-24 3-5 gr. Students Reporting Favorably a "Culture Awareness" ALL (N-845) 45% AA (N-8) 50% Asian (N-149) 38% EL (N-46) 58% HI (N-149) 47% PI (N-Confidentiality protected) SED (N-95) 48% SWD (N-63) 34%  6-8 gr. Students Reporting Favorably a "Culture Awareness" ALL (N-788) 33% AA (N-6) 0% Asian (N-129) 22% EL (N-20) 47% HI (N-148) 35% PI (N-10) 20% SED (N-101) 26% SWD (N-58) 37%			2026-27 3-5 gr. Students Reporting Favorably a "Culture Awareness" ALL (N-X) 51% AA (N-X) 56% Asian (N-X) 44% EL (N-X) 64% HI (N-X) 53% PI (N-Confidentiality protected) SED (N-X)54% SWD (N-X) 35%  6-8 gr. Students Reporting Favorably a "Culture Awareness" ALL (N-X) 39% AA (N-x) 6% Asian (N-X) 28% EL (N-X)53% HI (N-X) 41% PI (N-X) 26% SED (N-X) 32%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					SWD (N-X) 42%	
1.6	<p>Percentage of focal student groups reporting involvement with activities outside of school on the annual Panorama (grades 3- 8)</p> <p>"How often do you participate in activities outside of school, such as sports, clubs, music lessons, or other hobbies?"</p>	<p>2024-25 This is a new metric, and the baseline will be available in 2025</p>			<p>2026-27 This is a new metric, and the target outcome will be available in 2025</p>	
1.7	<p>Teacher feedback from Panorama survey on culture, bias, and equity</p> <p>"To what extent has MPCSD created an environment that supports diversity, equity, and inclusion for all staff, students, and families?"</p>	<p>2023-24 "To what extent has MPCSD created an environment that supports diversity, equity, and inclusion for all staff, students, and families?"</p> <p>Teacher feedback from Panorama survey on culture, bias, and equity K-5 Teachers 71% 6-8 Teachers 46%</p>			<p>2026-27 Teacher feedback from Panorama survey on culture, bias, and equity K-5 Teachers 77% 6-8 Teachers 52%</p>	
1.8	<p>Percentage of students in our Tinsley program reporting favorably about the bus ride experience.</p>	<p>2024-25 This is a new metric, and the baseline will be available in 2025 T (N-X)</p>			<p>2026-27 This is a new metric, and target outcome will be available in 2025 T (N-X)</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	"How would you rate your overall experience on the bus ride to and from school?"					
1.9	Survey of students from SED families attending afterschool clubs and events  "How often do you attend afterschool clubs or events offered at your school?"	2024-25 This is a new metric, and the baseline will be available in 2025 SED (N-X)			2026-27 Students from SED families report participating in after-school activities at least "sometimes" (1-2 times). SED (N-X)	
1.10	Increase the enrollment number of students from Socio-Economically Disadvantaged families to participate in after-school events	2023-24 Current enrollment number of students from Socio-Economically Disadvantaged families Laurel: 39 Encinal 23 Oak Knoll 0			2026-27 Enrollment number of students from Socio-Economically Disadvantaged families Laurel: 45 Encinal 29 Oak Knoll 6	

## Goal Analysis [2023-24]

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

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

Not Applicable.

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.

Not Applicable.

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

Not Applicable.

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

Not Applicable.

## Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Teacher Recruitment & Development	Update interview questions in order to recruit and retain high quality BIPOC teachers/staff/leadership who utilizes a strength-based approach to instruction while working with a diversity of students and families.	\$0.00	No
1.2	Chronic Absenteeism	Progress monitor student groups through empathy interviews to better understand and decrease chronic absenteeism  Focal Student Groups: EL, Hispanic, Pacific Islander, SWD, Two or More Races	\$5,000.00	No
1.3	Social & Emotional Learning	Continue to systematize the implementation of Second Step, RULER, and other trauma-informed best practices to support Social & Emotional Learning (SEL) across the district for all students, with attention towards our focal student groups, to improve a sense of belonging  Focal Student Groups: AA, EL, Hispanic, Pacific Islander, SWD, or SED	\$10,000.00	No

Action #	Title	Description	Total Funds	Contributing
1.4	Special Education Inclusion	Provide professional learning to all teachers and staff on creating a learning environment that is inclusive of students with disabilities and creates a sense of belonging and community to ensure students thrive.	\$5,000.00	No
1.5	Curriculum	Implement a newly adopted K-5 Social Studies adoption with a lens towards the social justice domains when teaching the Untold Stories kits that tells the stories and impacts of marginalized people in America for our diverse student groups to see themselves in the curriculum, spark curiosity, and develop empathy with other students  Focal Student Groups: AA, EL, Hispanic, Pacific Islander, SWD, or SED	\$15,000.00	No
1.6	Engagement	Develop ways to encourage our focal students to participate in after-school activities, sports, and theater groups.  Focal Student Groups: AA, EL, Hispanic, Pacific Islander, SWD, or SED	\$5,000.00	No
1.7	Professional Development	Provide professional learning around anti-bias for all teachers and staff on cultures and experiences of our focal students to create an emotionally safe learning environment and provide culturally relevant asset-based instruction	\$12,000.00	No
1.8	Ensure that underrepresented students are able to attend events outside of school by increasing bus transportation afterschool	Ensure that focal student groups are able to attend events outside of school by increasing bus transportation afterschool	\$5,000.00	No
1.9	Engagement	Audit transportation services for AM and PM routes	\$0.00	No

Action #	Title	Description	Total Funds	Contributing
<b>1.10</b>	Engagement	Scholarship for students from Socio-Economically Disadvantaged families to participate in after-school events	\$10,000.00	Yes

# Goals and Actions

## Goal

Goal #	Description	Type of Goal
2	<p>All students and specifically focal student groups will improve academic performance (meeting or exceeding standards) in ELA, Math, and Science as measured by the annual state assessments</p> <p>Quantative data CAASPP &amp; CAST Qualitative data collection may include student focal groups, work samples, &amp; educational partner feedback as evidence of progress</p> <p>Focal student groups: African American (AA), Pacific Islander (PI), Hispanic (H), English Language Learners (ELL), Students with Learning Differences (SWD), Students from Socio-Economically Disadvantaged Families (SED)</p>	Broad Goal

**State Priorities addressed by this goal.**

- Priority 2: State Standards (Conditions of Learning)
- Priority 4: Pupil Achievement (Pupil Outcomes)
- Priority 7: Course Access (Conditions of Learning)
- Priority 8: Other Pupil Outcomes (Pupil Outcomes)

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

In MPCSD, we continue to see 15% of our focal student groups not meet grade-level standards in English language arts, Mathematics, and Science. We need to interrupt this persistent outcome for our district. When we reflected on our previous 2021-24 LCAP (CAASPP baseline 2019 due to Covid), English Language Arts, the overall districtwide performance maintained that 80% of students met or exceeded the standard. This was a 4% decrease in comparison to our baseline from 2019. For Mathematics, the overall district performance was 78% of students who scored Standard Met or Exceeded, a reduction of 5% from our baseline in 2019. We noticed that our African American student group decreased significantly, by 24 percent, when compared to our 2019 baseline, and our students with disabilities declined by 13 percent from 2019. This goal was developed based on our academic data and feedback from our educational partners. This goal calls for a strategic focus on efforts in English Language Arts (ELA), math, and science, specifically for underrepresented students. This underscores the importance of targeted interventions and initiatives to strengthen educational outcomes in these core subjects. Concentrating resources, support, and quality professional development in ELA, math, and science aims to address and mitigate achievement disparities, fostering a more equitable and inclusive learning environment. The feedback advocates for a proactive and intentional approach to elevate academic performance and opportunities for success among underrepresented student populations.

## Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	<p>Percentage of 3rd grade focal student groups achieving “standard met” and “standard exceeded” on ELA CAASPP</p> <p>Student Groups: AA, EL, Hispanic, Pacific Islander, SWD, or SED</p>	<p>2022-23 Percentage of 3rd grade focal student groups achieving “standard met” and “standard exceeded” on ELA CAASPP</p> <p>ALL (N-300) 79% AA (N-&lt;11) Data suppressed to protect student privacy Asian (N-59) 97% EL (N-11) 9% HI (N-46) 50% PI (N-&lt;11) Data suppressed to protect student privacy SED (N-31) 52% SWD (N-25) 40% H/FY (N-**)  T (N-22) 36%</p>			<p>2026-27 Percentage of 3rd grade focal student groups achieving “standard met” and “standard exceeded” on ELA CAASPP</p> <p>ALL (N-X) 85% AA (N-X) Data suppressed to protect student privacy Asian (N-X) 99% EL (N-X) 15% HI (N-X) 58% PI (N-X) Data suppressed to protect student privacy SED (N-X) 58% SWD(N-X) 46% H/FY(N-X)  T (N-X) 42%</p>	
2.2						
2.3	<p>Percentage of focal student groups achieving “standard met” and “standard exceeded” on ELA CAASPP</p> <p>Focal Student Groups: AA, EL, Hispanic, Pacific Islander, SWD, or SED</p>	<p>2022-23 Percentage of focal student groups achieving “standard met” and “standard exceeded” on ELA CAASPP</p> <p>ALL (N-1725) 80% AA (N-14) 36%</p>			<p>2026-27 Percentage of focal student groups achieving “standard met” and “standard exceeded” on ELA CAASPP</p> <p>ALL (N-X) 86%</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Asian (N-274) 93% EL (N-37) 8% HI (N-321) 55% PI (N-16) 38% SED (N-195) 48% SWD (N-142) 31% H/FY (N-**) T (N-112) 39%			AA (N-X) 42% Asian( N-X) 99% EL (N-X) 14% HI (N-X) 61% PI(N-X) 44% SED (N-X) 54% SWD(N-X) 36% H/FY(N-X) T (N-X) 45%	
2.4	Percentage of focal students achieving “standard met” and “standard exceeded” on MATH CAASPP.  Focal Student Groups: AA, EL, Hispanic, Pacific Islander, SWD, or SED	2022-23 Percentage of focal students achieving “standard met” and “standard exceeded” on MATH CAASPP  ALL (N-1736) 78% AA (N-14) 29% Asian (N-278) 92% EL (N-46) 17% H (N-323) 49% PI (N-16) 25% SED (200) 40% SWD (N-141) 35% H/FY (N-**) T (N-111) 33%			2026-27 Percentage of focal students achieving “standard met” and “standard exceeded” on MATH CAASPP  ALL (N-X) 84% AA (N-X) 35% Asian (N-X) 98% EL (N-X) 23% H (N-X) 55% PI (N-X) 31% SED (N-X) 46% SWD (N-X) 41% H/FY (N-**) T (N-X) 39%	
2.5	California Science Test-Interim Assessment	2024-25 This is a new metric, and the baseline will be available in 2025			2026-27 This is a new metric, and the target outcome will be available in 2025	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.6	Percentage of students with disabilities (SWD) achieving “standard met” and “standard exceeded” on ELA, Math CAASPP.	2022-23 Percentage of focal students achieving “standard met” and “standard exceeded” on ELA/MATH CAASPP SWD ELA (N-142) 31% Math (N-141) 35%			2026-27 Percentage of focal students achieving “standard met” and “standard exceeded” on ELA/MATH CAASPP SWD ELA (N-X) 36% Math(N-X) 41%	
2.7	Percentage of parents reporting satisfaction on district's reporting tool.  "How satisfied are you with the current TK-8 standards-based reporting tools in providing clear and useful information about your child's progress?"	2024-25 This is a new metric, and the baseline will be available in 2025			2026-27 This is a new metric, and the target outcome will be available in 2025	
2.8	Progress monitor focal student group enrollment into compacted math classes  Focal Student Groups: AA, EL, Hispanic, Pacific Islander, SWD, SED, T	2022-23 Number of focal students enrolled in compacted math classes (5-8 gr.) ALL (N-1171) 60% EL (N-42) 10% SED (157) 20% SWD (N-106) 20% HI, PI, AA (254) 30%			2026-27 Number of focal students enrolled in compacted math classes (5-8 gr.) ALL (N-X) 70% EL (N-X) 20% SED (N-X) 30% SWD (N-X) 30% HI, PI, AA (N-X) 40%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Percentage of focal students meeting or exceeding standards on the Mini-MIRA (5-8 gr.) ALL (N-768) 78.1% EL (N-32) 28.1% SED (106) 50% SWD (N-63) 52.4% HI, PI, AA (166) 61.4%			Percentage of focal students meeting or exceeding standards on the Mini-MIRA (5-8 gr.) ALL (N-X) 60% EL (N-X) 10% SED (N-X) 20% SWD (N-X) 20% HI, PI, AA (N-X) 30%	
2.9						

## Goal Analysis [2023-24]

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

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

Not Applicable.

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.

Not Applicable.

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

Not Applicable.

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

Not Applicable.

# Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Curriculum	K-5 teachers will receive professional development on using the adopted Foundational Literacy Skills materials to increase achievement in Language Arts by 2027	\$21,000.00	No
2.2	Curriculum	Form a math adoption committee with the intention to adopt NEW a K-5 & 6-8 math program by 2027	\$5,000.00	No
2.3	Professional Development	All teachers and intervention staff will receive training on structured literacy in partnership with CORE by 2027: *K-2: Foundational Literacy Skills & Comprehension *3-5-Spelling, Vocab, Grammar, Morphology, & Comprehension *6-8-Content Area Academic Vocabulary and Comprehension Strategies and Text Structures	\$64,500.00	No
2.4	Professional Development	All teachers will undergo professional development sessions focused on asset-based math assessments, data analysis, and instructional implications. These sessions will be tailored for both K-5 teachers and 6-8 math teachers with the aim of boosting achievement in mathematics.	\$80,800.00	No
2.5	Data and Assessment	A three year trial of mid-year interim 3-8 science assessment so that teachers can utilize the data to inform instruction by 2027	\$1,500.00	No
2.6	Professional Development	All teachers will receive professional development on alignment of goals to general education curriculum to provide access to ensure students with disabilities have access to education	\$91,369.00	No
2.7	Data and Assessment	Revise and improve TK-8 standards-based reporting tools as needed	\$5,000.00	No

Action #	Title	Description	Total Funds	Contributing
<b>2.8</b>	Course Access	Examine access and support eligibility for more focal student groups to attend compacted math courses	\$0.00	No

# Goals and Actions

## Goal

Goal #	Description	Type of Goal
3	<p>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 to qualify for fluent English redesignation by their 6th concurrent year in MPCSD.</p> <p>Quantitative data number of LTELs redesignated to Fluent English status Qualitative data collection may include student focal groups, work samples, &amp; educational partner feedback as evidence of progress</p> <p>*Focal student groups: African American (AA), Pacific Islander (PI), Hispanic (H), English Language Learners (ELL), Students with Learning Differences (SWD), Students from Socio-Economically Disadvantaged Families (SED)</p>	Focus Goal

**State Priorities addressed by this goal.**

- Priority 1: Basic (Conditions of Learning)
- Priority 2: State Standards (Conditions of Learning)
- Priority 3: Parental Involvement (Engagement)
- Priority 4: Pupil Achievement (Pupil Outcomes)
- Priority 5: Pupil Engagement (Engagement)
- Priority 7: Course Access (Conditions of Learning)

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

Our third goal is to focus on our English Language Learners. This goal has been carried over from our previous LCAP. This goal has proven successful, and we want to continue our targeted focus on supporting our English Language Learners. Each year, we can reclassify upwards of 20% of our English Language Learners, which is increasing. MPCSD maintains “high” progress of our EL students year over year, as reported on the California state dashboard, and over 70% of our English Learners are reclassified within five years. Of the students who score a 4 on ELPAC and are eligible for reclassification, about 80% are also already reading at or above grade level. Our general education teachers will continue to engage in professional development and training on support for English Learners. We will continue to support our teachers in understanding English Language Development standards and how to integrate them into all core content areas. Our schools are working hard to reduce the number of long-term EL learners to a zero count at each school. In 2023-24, Hillview brought their count down from 13 LTELs to 6. At our elementary schools, we see that they have either met or nearly met this goal. We decided to continue this goal after reviewing our data and feedback from our educational partners.

# Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Percentage of EL students achieving “moderately developed” and “well developed” on the ELPAC	2023-24 Percentage of EL students achieving “moderately developed” and “well developed” on the ELPAC (N-200) 65%			2026-27 Percentage of EL students achieving “moderately developed” and “well developed” on the ELPAC 77%	
3.2	Percentage of students who make progress towards English language proficiency by comparing English Learner students’ results from the current Summative English Language Proficiency Assessments for California (ELPAC) ELPAC to the prior year Summative ELPAC results.	2023-24 88% of English learners made progress towards English language proficiency by compared to 2022-23			2026-27 94% of English learners made progress towards English language proficiency	
3.3	Increase percentage of EL parents reporting awareness of child’s progress in learning English on the annual survey	2023-24 Total # of parents who completed the survey: 69 88% of EL parents reporting awareness of child’s progress in learning English on the annual MPCSD LCAP/EL Parent Survey			2026-27 Total # of parents who completed the survey: 0 93% of EL parents reporting awareness of their child’s progress in learning English on the annual	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					MPCSD LCAP/EL Parent Survey	
3.4	Decrease # of Long Term English Language Learners (LTELS)	2023-24 EOY # of LTELS EN 1 LR 1 OK 1 HV 5			2026-27 EOY # of LTELS EN 0 LR 0 OK 0 HV 0	

## Goal Analysis [2023-24]

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

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

Not Applicable.

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.

Not Applicable.

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

Not Applicable.

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

Not Applicable.

## Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Professional Development	Provide professional learning and coaching on implementation of ELD standards integration to core subject areas for all teachers in order to increase ELLs literacy and language achievement	\$5,000.00	Yes
3.2	Professional Development	All teachers will receive professional development on English Language Proficiency Assessments for California (ELPAC) tasks, results, and understanding of instructional implications	\$5,000.00	Yes
3.3	Family Engagement	Provide learning opportunities for families of English Language Learners through parent education, governance committees, and social events	\$130,000.00	Yes
3.4	Family Engagement	Provide learning opportunities and support specifically for families that have students identified as Long Term EL Learners twice a year	\$20,000.00	Yes
3.5	Staffing	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.	\$1,224,908.00	Yes

# Goals and Actions

## Goal

Goal #	Description	Type of Goal
4	<p>All students and, specifically, focal student groups will report increased favorability regarding the overall social and physical learning climate of their school, as measured by two questions on the annual panorama student survey.</p> <p>Quantitative data Panorama Survey questions "How pleasant or unpleasant is the physical space at your school?" &amp; "How positive or negative is the feeling/vibe at your school?" Qualitative data collection may include student focal groups, work samples, &amp; educational partner feedback as evidence of progress</p> <p>Focal Student Groups: African American (AA), Pacific Islander (PI), Hispanic (H), English Language Learners (ELL), Students with Learning Differences (SWD), Students from Socio-Economically Disadvantaged Families (SED)</p>	Broad Goal

State Priorities addressed by this goal.

<p>Priority 1: Basic (Conditions of Learning) Priority 6: School Climate (Engagement)</p>
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An explanation of why the LEA has developed this goal.

The feedback highlights the significance of fostering a positive school climate and creating inspiring facilities and grounds. Stakeholders emphasize cultivating an environment where students, educators, and staff feel welcomed, supported, and engaged. A positive school climate promotes a sense of belonging, respect, and collaboration, contributing to an atmosphere conducive to learning and personal growth. Simultaneously, there's an emphasis on facilities and grounds serving as inspirational spaces, aligning with the educational mission and reflecting a commitment to creating environments that motivate and uplift the entire school community. The combined focus on a positive school climate and inspiring physical spaces aims to enhance the overall educational experience for all involved.

## Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	Percentage of teachers responding favorably to a Panorama survey on	2024-25			2026-27 This is a new metric, and the	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	the usage of the elementary schools' science lab  "How often do you use the science lab at your elementary school?"	This is a new metric, and the baseline will be available in 2025			target outcome will be available in 2025	
4.2	Percentage of members on the Student body and site council rating the overall experience favorably  "How would you rate your overall experience and involvement with the student body and site council activities this school year?"	2024-25 This is a new metric, and the baseline will be available in 2025			2026-27 This is a new metric, and the target outcome will be available in 2025	
4.3	Percentage of students reporting favorably to the physical spaces at school  "How pleasant or unpleasant is the physical space at your school?"	2024-25 This is a new metric, and the baseline will be available in 2025			2026-27 This is a new metric, and the target outcome will be available in 2025	
4.4	Number of facilities meeting "Good Repair" status aligned with the School Accountability Report Card (SARC)	2024-25 2022-23 (SARC Reports always report on the previous year) All five facilities met the "Good Repair" status			2026-27 2025-26 (SARC Reports always report on the previous year)	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		aligned with the School Accountability Report Card (SARC)			All five facilities will meet the "Good Repair" status aligned with the School Accountability Report Card (SARC)	

## Goal Analysis [2023-24]

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

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

Not Applicable.

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.

Not Applicable.

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

Not Applicable.

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

Not Applicable.

## Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Experiential Learning	Increase opportunities for experiential learning in every schools' science/STEM lab	\$15,000.00	No

Action #	Title	Description	Total Funds	Contributing
<b>4.2</b>	Environmental Sustainability	Utilize physical art and nature to represent the strengths and interests of the student body on campus	\$0.00	No
<b>4.3</b>	Parent Involvement	Make learning visible in our environment-TK-8 Learning Walk	\$10,000.00	No

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
\$881,078	\$0

## 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
2.940%	0.000%	\$0.00	2.940%

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

## Required Descriptions

### LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.10	<p><b>Action:</b> Engagement</p> <p><b>Need:</b> To develop a sense of belonging beyond the classroom, the involvement of extracurricular activities outside of school is just as crucial for engagement. Currently, MPCSD has 302 students from Socio-Economically Disadvantaged families, and only 62 students across our elementary schools have received</p>	Currently, we have a low percentage of participation of students from SED families engaged in afterschool events due to lack of funds. MPCSD wants to ensure that students have access, across all of our schools to be able to attend events if they so chose. We hope to increase participation by 5%. Through this type of engagement, we hope to see an increase in our students reporting favorably a sense of belonging.	Annual survey and participation rate

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>scholarships to participate in after-school activities. At this point, only 20% of our students are from SED families. The US Department of Education conducted a study on "The Benefits of Participating in Extracurricular Activities" and found that students who participated in extracurricular activities demonstrated higher levels of academic growth and confidence, encouraging a sense of belonging to their school and community. R school district is a community where families can afford to send their students to after-school programs. To address access and equity, MPCSD feels that by providing scholarships to our students, they can attend programs outside of school.</p> <p><b>Scope:</b> LEA-wide</p>		
3.1	<p><b>Action:</b> Professional Development</p> <p><b>Need:</b> To ensure our students have access to A-G courses in high school, preventing them from being identified as Long-Term English Language Learners (LTELs) before being promoted to high school is imperative. Redesignating Long-Term English Language Learners (LTELLs) to Fluent English before high school significantly enhances their access to A-G courses, which are necessary for admission to the University of California (UC) and California State University (CSU) systems. This redesignation ensures LTELs have the</p>	<p>Bringing the number of LTELs to zero before ELs leave MPCSD is crucial to achieving this goal. Analyzing ELPAC assessment results for students at risk of becoming LTELs, we should identify specific areas needing focus, such as writing, reading, or speaking skills, to support our objective of reducing LTEL numbers to zero. Research shows that professional development (PD) on English Language Development (ELD) Standards significantly aids in reducing the number of long-term English Language Learners (LTELLs). Targeted PD enhances teachers' knowledge and skills in second language acquisition, aligning instruction with ELD standards and integrating language and content learning. It promotes evidence-based practices such as scaffolding and</p>	<p>Decrease the number of Long Term EL Learners</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>English proficiency to comprehend rigorous academic content, allowing them to be placed in mainstream courses from the start of high school. It boosts their confidence and motivation, prevents the accumulation of educational gaps, and provides access to broader support services. Mastery of English and completing A-G courses improve college and career readiness, helping LTELs meet university admission requirements and pursue higher education. Additionally, early reclassification helps avoid scheduling conflicts between ELD and A-G courses, ensuring a smoother academic progression and the opportunity to take enriching electives. While our number of LTELs is low in the elementary schools, we want to continue to support our middle school in bringing the number of LTELs to zero count.</p> <p><b>Scope:</b> LEA-wide</p>	<p>differentiated instruction, boosting academic outcomes and preventing students from lagging. The best use of funds is to provide continuous, high-quality PD, increase teacher confidence, foster collaboration through professional learning communities (PLCs), and emphasize data-driven instruction and culturally responsive teaching. This comprehensive support system ensures ELs receive effective and consistent language development, reducing the time they remain classified as ELs.</p> <p>Saunders, W. M., &amp; Goldenberg, C. (2010). Research to guide English language development instruction. In California Department of Education (Ed.), Improving education for English learners: Research-based approaches (pp. 21-81). Sacramento, CA: CDE Press.</p>	
3.2	<p><b>Action:</b> Professional Development</p> <p><b>Need:</b> The average percentage of English Language Learners (ELs) performing at or above grade level on the ELPAC hovers around 20-25%. This data suggests the need for a classroom teacher to understand the ELPAC and monitor how students are accessing EL standards. Addressing the ELPAC and the data points through targeted professional development will better equip teachers to support ELs,</p>	<p>Bringing the number of LTELs to zero before ELs leave MPCSD is crucial to achieving this goal. Analyzing ELPAC assessment results for students at risk of becoming LTELs, we should identify specific areas needing focus, such as writing, reading, or speaking skills, to support our objective of reducing LTEL numbers to zero. Understanding the ELPAC (English Language Proficiency Assessments for California) is crucial for classroom teachers as it enables them to tailor instruction to meet the needs of English Learners (ELs), monitor progress, and adjust teaching strategies based on proficiency data. Familiarity</p>	<p>Percentage of EL students achieving “standard met” and “standard exceeded” on the ELPAC</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>enhancing their language proficiency and academic success. This training will give teachers a deeper understanding of language development and ensure that students have access to A-G courses in high school preventing them from being identified as Long-Term English Language Learners (LTELs) before they are promoted to high school.</p> <p><b>Scope:</b> LEA-wide</p>	<p>with the ELPAC helps teachers support ELs' reclassification to Fluent English Proficient (FEP) status and provide informed feedback to students and parents, enhancing communication and support. Additionally, aligning the curriculum with the ELPAC framework ensures relevant and effective instruction, contributing to teachers' professional growth and their ability to advocate for EL students' needs. This understanding empowers teachers to enhance language development and academic success for ELs. There will be no cost associated with this training.</p>	
<p><b>3.3</b></p>	<p><b>Action:</b> Family Engagement</p> <p><b>Need:</b> Our annual parent survey found that some parents are still unclear about our district's reclassification process. Engaging families in the reclassification process fosters a stronger home-school connection. When parents understand the process and its benefits, they are more likely to support and encourage their children's language development at home. Through our existing Parent Cafe and DELAC, our family engagement coordinator will provide training and support.</p> <p><b>Scope:</b> LEA-wide</p>	<p>Research has shown a direct correlation between parent involvement and student achievement. We hope that providing engagement opportunities through parent education, governance committees, and social events will encourage a sense of belonging. The Collaborative for Academic, Social, and Emotional Learning</p>	<p>Increase percentage of EL parents reporting awareness of child's progress in learning English on the annual survey</p>
<p><b>3.4</b></p>	<p><b>Action:</b> Family Engagement</p> <p><b>Need:</b></p>	<p>We hope that providing learning opportunities and support specifically for families with students identified as Long-Term EL Learners through the family engagement coordinator will help families</p>	<p>Decrease # of LTELs</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>Our annual parent survey found that only 61% of our parents understood the resignation process, and 39% are still unclear about our district's redesignation process. Currently, we have one LTEL at each of our elementary schools and five at the middle school.</p> <p>When parents understand the process and its benefits, they are more likely to support and encourage their children's language development at home. Through our existing Parent Cafe and DELAC, our family engagement coordinator will provide training and support.</p> <p><b>Scope:</b> LEA-wide</p>	<p>work with their students at home. The support of a family coordinator ensures that families are well-informed, engaged, and supported throughout the English language reclassification process, ultimately contributing to the academic success and language proficiency of English Learners. Research: National Library of Medicine</p>	
3.5	<p><b>Action:</b> Staffing</p> <p><b>Need:</b> To address the large caseloads of English Language Learners at Encinal and Laurel, MPCSD will provide additional intervention support resources and staff to those school sites. The additional staff will ensure that all students have access to the required EL services.</p> <p><b>Scope:</b> Schoolwide</p>	<p>Previously, each school received an allocation of one ELD specialist. Research has shown that smaller intervention groups can support students academically. This additional support will allow these schools to provide targeted academic interventions and smaller EL groups to accelerate learning and address student needs, which is a good use of funds. Research: California Practitioners' Guide for Educating English Learners with Disabilities</p>	Decrease # of LTELS K-8

**Limited Actions**

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
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For any limited action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage, as applicable.

**Additional Concentration Grant Funding**

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

Menlo Park City School District schools does not receive additional concentration grant funding.

<b>Staff-to-student ratios by type of school and concentration of unduplicated students</b>	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		
Staff-to-student ratio of certificated staff providing direct services to students		

# 2024-25 Total Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	\$29,963,775	881,078	2.940%	0.000%	2.940%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$1,414,908.00	\$80,800.00	\$159,000.00	\$91,369.00	\$1,746,077.00	\$1,543,777.00	\$202,300.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.1	Teacher Recruitment & Development	All	No				2024-25	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
1	1.2	Chronic Absenteeism	EL, Hispanic, Pacific Islander, SWD, Two or More Races All Students with Disabilities	No				2024-25	\$5,000.00	\$0.00	\$0.00	\$0.00	\$5,000.00	\$0.00	\$5,000.00
1	1.3	Social & Emotional Learning	AA, EL, Hispanic, Pacific Islander, SWD, or SED All Students with Disabilities	No				2024-25	\$0.00	\$10,000.00	\$10,000.00	\$0.00	\$0.00	\$0.00	\$10,000.00
1	1.4	Special Education Inclusion	Students with Disabilities	No				2024-25	\$0.00	\$5,000.00	\$5,000.00	\$0.00	\$0.00	\$0.00	\$5,000.00
1	1.5	Curriculum	AA, EL, Hispanic, Pacific Islander, SWD, or SED All Students with Disabilities	No				2024-25	\$15,000.00	\$0.00	\$0.00	\$0.00	\$15,000.00	\$0.00	\$15,000.00
1	1.6	Engagement	AA, EL, Hispanic, Pacific Islander, SWD, or SED All Students with Disabilities	No				2024-25	\$0.00	\$5,000.00	\$0.00	\$0.00	\$5,000.00	\$0.00	\$5,000.00
1	1.7	Professional Development	All	No				2024-25	\$0.00	\$12,000.00			\$12,000.00		\$12,000.00
1	1.8	Ensure that underrepresented	AA, EL, Hispanic, Pacific Islander, SWD,	No				2024-25	\$5,000.00	\$0.00	\$5,000.00	\$0.00	\$0.00	\$0.00	\$5,000.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
		students are able to attend events outside of school by increasing bus transportation afterschool	or SED Tinsely Students with Disabilities												
1	1.9	Engagement	Tinsley Students with Disabilities	No				2024-25	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
1	1.10	Engagement	Foster Youth Low Income	Yes	LEA-wide	Foster Youth Low Income		2024-25	\$0.00	\$10,000.00	\$0.00	\$0.00	\$10,000.00	\$0.00	\$10,000.00
2	2.1	Curriculum	Encinal, Laurel, Oak Knoll All Students with Disabilities	No				2024-25	\$21,000.00	\$0.00	\$0.00	\$0.00	\$21,000.00	\$0.00	\$21,000.00
2	2.2	Curriculum	All Students with Disabilities	No				2024-25	\$5,000.00	\$0.00	\$0.00	\$0.00	\$5,000.00	\$0.00	\$5,000.00
2	2.3	Professional Development	All Students with Disabilities	No				2024-25	\$0.00	\$64,500.00			\$64,500.00		\$64,500.00
2	2.4	Professional Development	All Students with Disabilities	No				2024-25	\$0.00	\$80,800.00	\$0.00	\$80,800.00	\$0.00	\$0.00	\$80,800.00
2	2.5	Data and Assessment	All Students with Disabilities	No				2024-25	\$1,500.00	\$0.00	\$0.00	\$0.00	\$1,500.00	\$0.00	\$1,500.00
2	2.6	Professional Development	All Students with Disabilities	No				2024-25	\$91,369.00	\$0.00	\$0.00	\$0.00	\$0.00	\$91,369.00	\$91,369.00
2	2.7	Data and Assessment	All Students with Disabilities	No				2024-25	\$0.00	\$5,000.00	\$0.00	\$0.00	\$5,000.00	\$0.00	\$5,000.00
2	2.8	Course Access	AA, EL, Hispanic, Pacific Islander, SWD, SED All Students with Disabilities	No				2024-25	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
3	3.1	Professional Development	English Learners	Yes	LEA-wide	English Learners	All Schools Specific Schools: Encinal,	2024-25	\$5,000.00	\$0.00	\$5,000.00	\$0.00	\$0.00	\$0.00	\$5,000.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
							Laurel, Oak Knoll, Hillview TK-8								
3	3.2	Professional Development	English Learners	Yes	LEA-wide	English Learners	All Schools	2024-25	\$5,000.00	\$0.00	\$5,000.00	\$0.00	\$0.00	\$0.00	\$5,000.00
3	3.3	Family Engagement	English Learners	Yes	LEA-wide	English Learners	All Schools	2024-25	\$130,000.00	\$0.00	\$130,000.00	\$0.00	\$0.00	\$0.00	\$130,000.00
3	3.4	Family Engagement	English Learners	Yes	LEA-wide	English Learners	All Schools	2024-25	\$10,000.00	\$10,000.00	\$20,000.00	\$0.00	\$0.00	\$0.00	\$20,000.00
3	3.5	Staffing	English Learners	Yes	Schoolwide	English Learners	All Schools Specific Schools: Encinal and Laurel TK-5		\$1,224,908.00	\$0.00	\$1,224,908.00	\$0.00	\$0.00	\$0.00	\$1,224,908.00
4	4.1	Experiential Learning	All	No				2024-25	\$15,000.00	\$0.00	\$0.00	\$0.00	\$15,000.00	\$0.00	\$15,000.00
4	4.2	Environmental Sustainability	All	No				2024-25	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
4	4.3	Parent Involvement	All	No				2024-25	\$10,000.00	\$0.00	\$10,000.00				\$10,000.00

# 2024-25 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
\$29,963,775	881,078	2.940%	0.000%	2.940%	\$1,384,908.00	0.000%	4.622 %	<b>Total:</b>	\$1,384,908.00
								<b>LEA-wide Total:</b>	\$160,000.00
								<b>Limited Total:</b>	\$0.00
								<b>Schoolwide Total:</b>	\$1,224,908.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.10	Engagement	Yes	LEA-wide	Foster Youth Low Income		\$0.00	
3	3.1	Professional Development	Yes	LEA-wide	English Learners	All Schools Specific Schools: Encinal, Laurel, Oak Knoll, Hillview TK-8	\$5,000.00	
3	3.2	Professional Development	Yes	LEA-wide	English Learners	All Schools	\$5,000.00	
3	3.3	Family Engagement	Yes	LEA-wide	English Learners	All Schools	\$130,000.00	
3	3.4	Family Engagement	Yes	LEA-wide	English Learners	All Schools	\$20,000.00	
3	3.5	Staffing	Yes	Schoolwide	English Learners	All Schools Specific Schools: Encinal and Laurel TK-5	\$1,224,908.00	

# 2023-24 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$2,505,646.00	\$2,470,812.59

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)
startcollapse					
1	1.1	1.1 Healthy and Collaborative Relationships	No	\$155,000.00	\$167,590.17
1	1.2	1.2 Integrated Well-Being	No	\$10,000.00	\$0.00
1	1.3	1.3 Family and Community Engagement	No	\$10,000.00	\$10,034.06
2	2.1	2.1 Homeless and Foster Youth Support Services	Yes	\$3,000.00	\$14,156.99
2	2.2	2.2 Professional Development on Multi-Tiered Systems of Support	No	\$90,000.00	\$61,654.18
2	2.3	2.3 Collaboration on Multi-Tiered Systems of Support	No	\$10,000.00	\$2,185
2	2.4	2.4 Implementation of Learning Management System	No	\$30,000.00	\$31,810.60
2	2.5	2.5 Competency and Evidence Based Grading Practices	No	\$30,000.00	\$12,200.84
2	2.6	2.6 Targeted Academic Intervention	No	\$580,000.00	\$558,828.89
2	2.7	2.7 Competency and Evidence Grading	No	\$0.00	\$0.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
3	3.1	3.1 Addressing Significant Disproportionality	Yes	\$34,000.00	\$43,021.24
3	3.2	3.2 Addressing Significant Disproportionality	Yes	\$34,000.00	\$43,021.24
3	3.3	3.3 Implementation of Multi-Tiered Systems of Support	No	\$0.00	\$0.00
3	3.4	3.4 Targeted Academic Intervention	Yes	\$536,000.00	\$516,785.89
3	3.5	3.5 Extended Learning Time	No	\$300,000.00	\$357,049.92
3	3.6	3.6 Targeted Academic Intervention	Yes	\$459,646.00	\$459,950.76
4	4.1	4.1 Integrated Well-Being	No	\$1,000.00	\$0
4	4.2	4.2 Family Engagement	Yes	\$128,000.00	\$129,952.83
4	4.3	4.3 Transportation Service	Yes	\$5,000.00	\$10,332.41
5	5.1	5.1 Integrated Well Being and Healthy Collaborative Relationships	No	\$15,000.00	\$10,945.00
5	5.2	Integrated Well Being	No	\$45,000.00	\$11,861.95
6	6.1	6.1 Integrated Well Being, Healthy and Collaborative Relationships	No	\$30,000.00	\$29,430.62

# 2023-24 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)
\$860,029	\$820,646.00	\$1,217,221.36	(\$396,575.36)	0.000%	0.000%	0.000%

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)
startcol	lapse						
2	2.1	2.1 Homeless and Foster Youth Support Services	Yes	\$3,000.00	\$14,156.99		
3	3.1	3.1 Addressing Significant Disproportionality	Yes	\$10,000.00	\$43,021.24		
3	3.2	3.2 Addressing Significant Disproportionality	Yes	\$10,000.00	\$43,021.24		
3	3.4	3.4 Targeted Academic Intervention	Yes	\$330,000.00	\$516,785.89		
3	3.6	3.6 Targeted Academic Intervention	Yes	\$334,646.00	\$459,950.76		
4	4.2	4.2 Family Engagement	Yes	\$128,000.00	\$129,952.83		
4	4.3	4.3 Transportation Service	Yes	\$5,000.00	\$10,332.41		

To Add a Row: Click "Add Row."

To Delete a Row: Remove all content from each cell, checkbox and dropdown of a row (including spaces), press "Save Data" and refresh the page.

# 2023-24 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
\$29,667,983	\$860,029	0%	2.899%	\$1,217,221.36	0.000%	4.103%	\$0.00	0.000%

# Local Control and Accountability Plan Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

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

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

## Introduction and Instructions

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

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

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (California *Education Code* [EC] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (EC Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because the nature of some LCAP template sections require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
  - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, including long-term English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC Section 52064[b][4-6]).
  - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC sections 52064[b][1] and [2]).
    - **NOTE:** As specified in EC Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to EC Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, EC

Section 52052 identifies long-term English learners as a separate and distinct pupil subgroup with a numerical significance at 15 students.

- Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* Section 52064[b][7]).
- Ensuring that all increases attributable to supplemental and concentration grant calculations, including concentration grant add-on funding and/or LCFF carryover, are reflected in the LCAP (*EC* sections 52064[b][6], [8], and [11]).

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

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

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

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

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

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

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

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

# Plan Summary

## Purpose

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

## Requirements and Instructions

### General Information

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

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

- For example, information about an LEA in terms of geography, enrollment, employment, the number and size of specific schools, recent community challenges, and other such information the LEA may wish to include can enable a reader to more fully understand the LEA’s LCAP.
- As part of this response, identify all schools within the LEA receiving Equity Multiplier funding.

### Reflections: Annual Performance

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

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

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

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

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

### Reflections: Technical Assistance

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

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

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

**Comprehensive Support and Improvement**

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

*Schools Identified*

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

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

*Support for Identified Schools*

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

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

*Monitoring and Evaluating Effectiveness*

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

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

# Engaging Educational Partners

## Purpose

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

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

## Requirements

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

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

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

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

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

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

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

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

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

- For school districts, see [Education Code Section 52062 \(California Legislative Information\)](#);
  - **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).

- For COEs, see [Education Code Section 52068 \(California Legislative Information\)](#); and
- For charter schools, see [Education Code Section 47606.5 \(California Legislative Information\)](#).
- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

## Instructions

### Respond to the prompts as follows:

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

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

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

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

### Complete the table as follows:

#### Educational Partners

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

#### Process for Engagement

Describe the engagement process used by the LEA to involve the identified educational partner(s) in the development of the LCAP. At a minimum, the LEA must describe how it met its obligation to consult with all statutorily required educational partners, as applicable to the type of LEA.

- A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.
- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

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

Describe any goals, metrics, actions, or budgeted expenditures in the LCAP that were influenced by or developed in response to the educational partner feedback.

- A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP.
- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.
- For the purposes of this prompt, this may also include, but is not necessarily limited to:
  - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
  - Inclusion of metrics other than the statutorily required metrics
  - Determination of the target outcome on one or more metrics
  - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
  - Inclusion of action(s) or a group of actions
  - Elimination of action(s) or group of actions
  - Changes to the level of proposed expenditures for one or more actions
  - Inclusion of action(s) as contributing to increased or improved services for unduplicated students
  - Analysis of effectiveness of the specific actions to achieve the goal
  - Analysis of material differences in expenditures
  - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
  - Analysis of challenges or successes in the implementation of actions

## Goals and Actions

### Purpose

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

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

### Requirements and Instructions

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

is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

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

- Focus Goal: A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
  - All Equity Multiplier goals must be developed as focus goals. For additional information, see Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding below.
- Broad Goal: A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- Maintenance of Progress Goal: A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

**Requirement to Address the LCFF State Priorities**

At a minimum, the LCAP must address all LCFF priorities and associated metrics articulated in *EC* sections 52060(d) and 52066(d), as applicable to the LEA. The [LCFF State Priorities Summary](#) provides a summary of *EC* sections 52060(d) and 52066(d) to aid in the development of the LCAP.

Respond to the following prompts, as applicable:

**Focus Goal(s)**

Description

The description provided for a Focus Goal must be specific, measurable, and time bound.

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

**Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding**

**Description**

LEAs receiving Equity Multiplier funding must include one or more focus goals for each school generating Equity Multiplier funding. In addition to addressing the focus goal requirements described above, LEAs must adhere to the following requirements.

Focus goals for Equity Multiplier schoolsites must address the following:

- (A) All student groups that have the lowest performance level on one or more state indicators on the Dashboard, and
- (B) Any underlying issues in the credentialing, subject matter preparation, and retention of the school’s educators, if applicable.
- Focus Goals for each and every Equity Multiplier schoolsite must identify specific metrics for each identified student group, as applicable.
- An LEA may create a single goal for multiple Equity Multiplier schoolsites if those schoolsites have the same student group(s) performing at the lowest performance level on one or more state indicators on the Dashboard or, experience similar issues in the credentialing, subject matter preparation, and retention of the school’s educators.
  - When creating a single goal for multiple Equity Multiplier schoolsites, the goal must identify the student groups and the performance levels on the Dashboard that the Focus Goal is addressing; or,
  - The common issues the schoolsites are experiencing in credentialing, subject matter preparation, and retention of the school’s educators, if applicable.

**Type of Goal**

Identify the type of goal being implemented as an Equity Multiplier Focus Goal.

**State Priorities addressed by this goal.**

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

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

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.
- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.
- In addition to this information, the LEA must also identify:
  - The school or schools to which the goal applies

LEAs are encouraged to approach an Equity Multiplier goal from a wholistic standpoint, considering how the goal might maximize student outcomes through the use of LCFF and other funding in addition to Equity Multiplier funds.

- Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the Expanded Learning Opportunities Program (ELO-P), the Literacy Coaches and Reading Specialists (LCRS) Grant Program, and/or the California Community Schools Partnership Program (CCSPP).
- This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

**Note:** EC Section [42238.024\(b\)\(1\) \(California Legislative Information\)](#) requires that Equity Multiplier funds be used for the provision of evidence-based services and supports for students. Evidence-based services and supports are based on objective evidence that has informed the design of the service or support and/or guides the modification of those services and supports. Evidence-based supports and strategies are most commonly based on educational research and/or metrics of LEA, school, and/or student performance.

## Broad Goal

### Description

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

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

### Type of Goal

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

### State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

**Maintenance of Progress Goal**

**Description**

Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP.

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

**Type of Goal**

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

**State Priorities addressed by this goal.**

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

An explanation of why the LEA has developed this goal.

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

**Measuring and Reporting Results:**

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

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

- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
  - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.
- **Required metrics for Equity Multiplier goals:** For each Equity Multiplier goal, the LEA must identify:
  - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or
  - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.

Complete the table as follows:

#### Metric #

- Enter the metric number.

#### Metric

- Identify the standard of measure being used to determine progress towards the goal and/or to measure the effectiveness of one or more actions associated with the goal.

#### Baseline

- Enter the baseline when completing the LCAP for 2024–25.
  - Use the most recent data associated with the metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (e.g., high school graduation rate).
  - Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS.
  - Indicate the school year to which the baseline data applies.
  - The baseline data must remain unchanged throughout the three-year LCAP.
    - This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain

accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.

- If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.
- Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

### Year 1 Outcome

- When completing the LCAP for 2025–26, enter the most recent data available. Indicate the school year to which the data applies.
  - Note for Charter Schools: Charter schools developing a one-year LCAP may provide the Year 1 Outcome when completing the LCAP for both 2025–26 and 2026–27 or may provide the Year 1 Outcome for 2025–26 and provide the Year 2 Outcome for 2026–27.

### Year 2 Outcome

- When completing the LCAP for 2026–27, enter the most recent data available. Indicate the school year to which the data applies.
  - Note for Charter Schools: Charter schools developing a one-year LCAP may identify the Year 2 Outcome as not applicable when completing the LCAP for 2026–27 or may provide the Year 2 Outcome for 2026–27.

### Target for Year 3 Outcome

- When completing the first year of the LCAP, enter the target outcome for the relevant metric the LEA expects to achieve by the end of the three-year LCAP cycle.
  - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a Target for Year 1 or Target for Year 2, as applicable.

### Current Difference from Baseline

- When completing the LCAP for 2025–26 and 2026–27, enter the current difference between the baseline and the yearly outcome, as applicable.
  - Note for Charter Schools: Charter schools developing a one- or two-year LCAP will identify the current difference between the baseline and the yearly outcome for Year 1 and/or the current difference between the baseline and the yearly outcome for Year 2, as applicable.

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

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

**Goal Analysis:**

Enter the LCAP Year.

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

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

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

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

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

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

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

- Describe the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal. “Effectiveness” means the degree to which the actions were successful in producing the target result and “ineffectiveness” means that the actions did not produce any significant or targeted result.
  - In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.
  - When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
  - Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

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

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.
  - As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:
    - The reasons for the ineffectiveness, and
    - How changes to the action will result in a new or strengthened approach.

**Actions:**

Complete the table as follows. Add additional rows as necessary.

Action #

- Enter the action number.

Title

- Provide a short title for the action. This title will also appear in the action tables.

Description

- Provide a brief description of the action.

- For actions that contribute to meeting the increased or improved services requirement, the LEA may include an explanation of how each action is principally directed towards and effective in meeting the LEA's goals for unduplicated students, as described in the instructions for the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.
- As previously noted, for each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
- These required metrics may be identified within the action description or the first prompt in the increased or improved services section; however, the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

## Total Funds

- Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the action tables.

## Contributing

- Indicate whether the action contributes to meeting the increased or improved services requirement as described in the Increased or Improved Services section using a “Y” for Yes or an “N” for No.
  - **Note:** for each such contributing action, the LEA will need to provide additional information in the Increased or Improved Services section to address the requirements in *California Code of Regulations*, Title 5 [5 CCR] Section 15496 in the Increased or Improved Services section of the LCAP.

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

## Required Actions

- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:
  - Language acquisition programs, as defined in *EC* Section 306, provided to students, and
  - Professional development for teachers.
  - If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.
- LEAs eligible for technical assistance pursuant to *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, must include specific actions within the LCAP related to its implementation of the work underway as part of technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance.

- LEAs that have Red Dashboard indicators for (1) a school within the LEA, (2) a student group within the LEA, and/or (3) a student group within any school within the LEA must include one or more specific actions within the LCAP:
  - The specific action(s) must be directed towards the identified student group(s) and/or school(s) and must address the identified state indicator(s) for which the student group or school received the lowest performance level on the 2023 Dashboard. Each student group and/or school that receives the lowest performance level on the 2023 Dashboard must be addressed by one or more actions.
  - These required actions will be effective for the three-year LCAP cycle.

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

### Purpose

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

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

### Statutory Requirements

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC* Section 52064[b][8][B]; 5 *CCR* Section 15496[a]). This proportionality percentage is also known as the “minimum proportionality percentage” or “MPP.” The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

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

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

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

**LEA-wide and Schoolwide Actions**

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

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

**For School Districts Only**

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

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

**Requirements and Instructions**

Complete the tables as follows:

**Total Projected LCFF Supplemental and/or Concentration Grants**

- Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of foster youth, English learner, and low-income students. This amount includes the Additional 15 percent LCFF Concentration Grant.

**Projected Additional 15 percent LCFF Concentration Grant**

- Specify the amount of additional LCFF concentration grant add-on funding, as described in *EC* Section 42238.02, that the LEA estimates it will receive in the coming year.

**Projected Percentage to Increase or Improve Services for the Coming School Year**

- Specify the estimated percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 *CCR* Section 15496(a)(7).

**LCFF Carryover — Percentage**

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

### LCFF Carryover — Dollar

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

### Total Percentage to Increase or Improve Services for the Coming School Year

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

## Required Descriptions:

### LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

If the LEA has provided this required description in the Action Descriptions, state as such within the table.

Complete the table as follows:

### Identified Need(s)

Provide an explanation of the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed.

An LEA demonstrates how an action is principally directed towards an unduplicated student group(s) when the LEA explains the need(s), condition(s), or circumstance(s) of the unduplicated student group(s) identified through a needs assessment and how the action addresses them. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

### How the Action(s) are Designed to Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis

Provide an explanation of how the action as designed will address the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed and the rationale for why the action is being provided on an LEA-wide or schoolwide basis.

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

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

### **Metric(s) to Monitor Effectiveness**

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

**Note for COEs and Charter Schools:** In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

### **Limited Actions**

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

If the LEA has provided the required descriptions in the Action Descriptions, state as such.

Complete the table as follows:

### **Identified Need(s)**

Provide an explanation of the unique need(s) of the unduplicated student group(s) being served identified through the LEA's needs assessment. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

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

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

### **Metric(s) to Monitor Effectiveness**

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

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

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

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

### **Additional Concentration Grant Funding**

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

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

Provide the following descriptions, as applicable to the LEA:

- An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.
- Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.
- An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as a single-school LEA or an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.
- In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.
  - 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 Total Planned Expenditures Table for each action in the LCAP. The information entered into this table will automatically populate the other Action Tables. Information is only entered into the Total Planned Expenditures Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover Table. The word “input” has been added to column headers to aid in identifying the column(s) where information will be entered. Information is not entered on the remaining Action tables.

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

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

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2024–25 LCAP, 2024–25 will be the coming LCAP Year and 2023–24 will be the current LCAP Year.

## Total Planned Expenditures Table

In the Total Planned Expenditures Table, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year:** Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant:** Provide the total amount estimated LCFF entitlement for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 CCR Section 15496(a)(8).

Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs.

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

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

- **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
- **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate “All Schools.” If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans.” Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.
- **Time Span:** Enter “ongoing” if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter “1 Year,” or “2 Years,” or “6 Months.”
- **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel:** This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.
- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA’s total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
  - **Note:** For an action to contribute towards meeting the increased or improved services requirement, it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
  - **Note:** Equity Multiplier funds must be included in the “Other State Funds” category, not in the “LCFF Funds” category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA’s LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.
- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as

a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.

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

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

## Contributing Actions Table

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

## Annual Update Table

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

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

## Contributing Actions Annual Update Table

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

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated based on the number and concentration of unduplicated students in the current school year.
- **Estimated Actual Expenditures for Contributing Actions:** Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.

- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).
  - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been \$169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of \$169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

## LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant:** Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 CCR Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.
- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 CCR Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

## Calculations in the Action Tables

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

### Contributing Actions Table

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

## Educational Acronyms

504	A 504 Plan is developed for students who have a disability, that do not require special education services
AA	African America
ADA	Americans with Disabilities Act
ADA	Average Daily Attendance
APE	Adaptive Physical Education
API	Academic Performance Index
ASB	Associated Student Body
BIPOC	Black, Indigenous, and people of color
CAASPP	California Assessment of Student Performance & Progress
EL/ELL	English Learner or English Language Learner
EO	English Only. A designation for native English speakers
ELD	English Language Development
ESOL	English Speakers of Other Languages
FEP	Fluent English Proficient
FRL	Free & Reduced Lunch
H/FY	Homeless/Foster Youth
R-FEP	Reclassified (students moving from EL to FEP status) Fluent English Proficient
FY	Fiscal Year
IEP	Individualized Education Plan. A legal document requires for ESE students
LEA	Local Education Agency
LCAP	Local Control Accountability Plan
LTEL	Long Term English Learner
MPCSD	Menlo Park City School District
PE	Physical Education
PI	Pacific Islander
SARC	School Accountability Report Card
SBAC	Smarter Balanced Assessment System

SI	Spanish Immersion						
SIS	Student Information System						
SPED	Special Education						
SPSA	Single Plan for Student Achievement						
SRO	School Resource Officer						
SSC	School Site Council						
SST	Student Study Team						
SWD	Students with Disabilities						
TUPE	Tobacco-Use Prevention Education						