



2023–24 Local Control and Accountability Plan Annual Update

The instructions for completing the 2023–24 Local Control and Accountability Plan (LCAP) Annual Update follow the template.

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Goals and Actions

Goal

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

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Percentage of district staff participation in Equity and Bias training and development.	2020-21 0% (Baseline Data will be available at the end of 2021-22)	2021-22 (Baseline Data) Total number of staff 278 50%	2022-23 Total number of staff 278 67%	2023-24 Total number of staff 248 57%	2023-24 100%
Percentage of underrepresented students reporting feeling “engage” or “very engaged” in their learning on the annual Panorama (grades 3-8) “Engagement Scale.”	2020-21 69%	2021-22 Total number of unduplicated students in MPCSD 330 63%	2022-23 Total number of unduplicated students in MPCSD 349 59%	2023-24 Total number of unduplicated students in MPCSD 362 61%	2023-24 100%
Percentage of underrepresented students reporting	2020-21 79%	2021-22	2022-23	2023-24	2023-24 100%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
feeling of “Sense of belonging” on the annual Panorama (grades 3-8) “Sense of belong Scale.”		Total number of unduplicated students in MPCSD 330 61%	Total number of unduplicated students in MPCSD 349 67%	Total number of unduplicated students in MPCSD 362 74%	
Percentage of behavior referrals by SWD, SED, ELL, first-generation college students, race/ethnicity (H/AA/PI) and gender identity status.	2020-21 0% (Baseline Data will be available at the end of 2021-22)	2021-22 Total number of students with behavior referrals: 12 SWD 20.99% SED 19.75% ELL 9.88% First-Gen College Students 16.05% H/AA/PI 39.51% Male 80.25% Female 19.75%	2022-23 ***This metric has been removed. Approach to data collection varied due to interpretation of CALPADs collection language. Staff found this data to be unreliable.***	2023-24 ***This metric has been removed. Approach to data collection varied due to interpretation of CALPADs collection language. Staff found this data to be unreliable.***	2023-24 ***This metric has been removed. Approach to data collection varied due to interpretation of CALPADs collection language. Staff found this data to be unreliable.***
Overall under representation of referrals by SWD, SED, ELL, first-generation college students, race/ethnicity (H/AA/PI), and gender identity status. ***We will be removing this metric as it is a duplicate of the one above***	2020-21 0% (Baseline Data will be available at the end of 2021-22) ***We will be removing this metric as it is a duplicate of the one above***	2021-22 ***We will be removing this metric as it is a duplicate of the one above***	2022-2023 ***This metric has been removed due to the fact that it's a duplicate***	***We will be removing this metric as it is a duplicate of the one above***	2023-24 ***We will be removing this metric as it is a duplicate of the one above***
Percentage of district staff participation in the annual Panorama	2020-21 61%	2021-22 Total # of district staff: 385	2022-23 Total # of district staff: 436	2023-24 Total # of district staff: 453	2023-24 100%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
focusing on Equity and Bias.		53.5% district staff participation	62.3% district staff participation	42.4% district staff participation	
Individual staff reflection and self-rating, using a WCLDF rubric on progress towards their development of Equity mindsets and practice.	2020-21 MPCSD Leadership Team	2021-22 Total # of district administrator: 13 Total # of district teachers: 168 Leadership Team: 100% Teachers: Still in progress	2022-23 ***This metric has been removed due to a change in how the WCLDF rubric will be used***	2023-24 ***This metric has been removed due to a change in how the WCLDF rubric will be used***	2023-24 ***This metric has been removed due to a change in how the WCLDF rubric will be used***

Goal Analysis

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

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

There are no substantive differences between the planned actions and the actual implementation of the actions associated with this goal. Below is a summary of the actual implementation of the actions.

The LEA successfully implemented Action 1.1 (Healthy and Collaborative Relationships): We are dedicated to promoting equity by thoroughly examining our operational procedures. We actively seek advisory input and feedback from our staff regarding their efforts to support our students this year. Additionally, we aim to emphasize the key priorities of our district, reinforcing our commitment to educational excellence and inclusivity. This year, we have held three meetings (10.25.23, 3.20.24, 5.8.24) to provide the Anti-Racism Advisory Team, now renamed the Diversity, Belonging, Equity, Inclusion (DBEI)Advisory Team.

The LEA successfully implemented Action 1.2 (Integrated WellBeing): The DBEI coordinator provided two 4-part training sessions on unconscious bias. The two sessions had leaders examining internally. In our pursuit of growth and progress, we prioritize deepening our understanding of bias and recognizing its potential manifestations within our context. This self-reflection is crucial as we analyze how bias can permeate our decision-making processes and interactions. By doing so, we actively build our leadership capacity to challenge and disrupt bias, fostering an environment of inclusivity, diversity, and fairness in our organization. Now, our leaders will return this to their school sites to work with teachers on DBEI. We collect annual data through the Panorama survey to collect data on staff regarding their professional learning. This data is conclusive as only 14 staff members responded this year out of 248.

The LEA successfully implemented Action 1.3 (Family and Community Engagement): Our schools have been working hard to create opportunities to engage families that focus on their strengths and celebrate their cultures. We have held the following events across our district: District Family BBQ, District Parent Cafe, Tinsley Family, Welcome Meeting, Dias De Los Muertos at Encinal and Laurel, Multicultural Day at Oak Knoll, and Bilingual Bingo Night at Hillview. All events have been well attended.

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

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

Action 1.1-The budgeted amount of \$155,000 for this action is for the DEI Coordinator who has been facilitating the DBEI Advisory and Leading equity teacher leaders in this work in MPCSD. The estimated actual expenditure was \$167,590. There was a difference in expenditures due to a step-in-column increase, health and welfare premiums, and a raise.

Action 1.2- The budgeted amount for Panorama was \$10,000. The estimated actual expenditure was \$0. There is a difference in expenditures due to Panorama waiving the cost.

Action 1.3- The budgeted amount to promote family engagement was \$10,000. The estimated actual is \$10,034. This is not a significant a difference.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

The actions undertaken by the LEA (Local Education Agency) in implementing Action 1.1, Action 1.2, and Action 1.3 of their LCAP (Local Control and Accountability Plan) cycle appear to be effective in making progress towards the goal of promoting equity, enhancing well-being, and fostering family and community engagement. See below for an explanation of the effectiveness of each action:

Action 1.1 (Healthy and Collaborative Relationships): The district demonstrated a commitment to equity by examining operational procedures and seeking input from staff members through the Anti-Racism Advisory Team, now renamed the Diversity, Belonging, Equity, Inclusion (DBEI) Advisory Team.

Holding three meetings within the specified timeframe indicates consistent effort and dedication to fostering collaborative relationships and addressing equity concerns.

Renaming the advisory team reflects a conscious effort to emphasize inclusivity and broaden the scope of its work.

However, the effectiveness of these actions could be further assessed by evaluating the impact of the feedback received from staff on operational procedures and the subsequent changes implemented based on this input.

Action 1.2 (Integrated WellBeing): Providing training sessions on unconscious bias demonstrates a proactive approach to addressing potential barriers to equity and inclusivity within the organization.

The decision to have leaders examine bias internally shows a commitment to self-reflection and personal growth, which is essential for creating a culture of inclusivity.

However, the low response rate to the Panorama survey raises concerns about the effectiveness of data collection methods and the extent to which staff members are engaged in professional learning opportunities. Further efforts may be needed to increase participation and gather comprehensive feedback on the impact of the training sessions.

Action 1.3 (Family and Community Engagement): The district's efforts to engage families and celebrate their cultures through various events demonstrate a proactive approach to building strong relationships with the community.

The various events organized across the district, such as family barbecues, parent cafes, and multicultural celebrations, cater to diverse interests and preferences within the community. The high attendance at these events suggests a positive response from families and indicates that the LEA is successfully creating opportunities for meaningful engagement. However, to further evaluate the effectiveness of these efforts, the LEA could consider soliciting feedback from participants to assess their satisfaction levels and identify areas for improvement in future events.

Overall, the LEA's actions in implementing these strategies within the LCAP cycle show a commendable commitment to promoting equity, well-being, and community engagement. However, ongoing evaluation and adjustment of these actions based on feedback and data will be essential to ensure continued progress towards the desired goals.

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

As an essential part of the LCAP development, reflections on current goals, actions, and services are something we take seriously. District staff has made every effort to allow time to reflect with our LCAP+Equity Team, DELAC, and certificated/classified union members. We found that the metric "Individual staff reflection and self-rating, using a WCLDF rubric on progress towards their development of Equity mindsets and practice was difficult to monitor use as it was more of a tool for individual reflection. For our new 2024-27 LCAP, we will not be carrying this goal over to the new plan. We will be integrating diversity, belonging, equity, and inclusion work while address unconscious biases into our new goals as well a new set of core values that our district has developed. Our educational partners felt that it was important to embed this work instead of having it as a stand alone effort.

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

Goals and Actions

Goal

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

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Percentage of students achieving “standard met” and “standard exceeded” on the ELA portions of the CAASPP. All Underrepresented student data <ul style="list-style-type: none"> Overall student data 	2018-2019 CAASP All ELA 84% AA /HI/PI ELA 53% SED ELA 46% SWD ELA 57% EL ELA 21% Ever EL ELA 63%	2020-2021 *CAASPP was not administered in 2020-2021 In the absence of CAASPP we utilized the SRI, please see below: All ELA (N=1648) 83% AA /HI/PI ELA (N=301) 63% SED ELA (N=185) 55% SWD ELA (N=124) 45% EL ELA (N=55) 24%	2022-2023 CAASPP All ELA (N=1753) 81% AA /HI/PI ELA (N=362) 59% SED ELA (N=235) 51% SWD ELA (N=130) 34% EL ELA (N=70) 26% RFEP ELA (N=173) 75% Ever EL ELA (N=229) 61%	2023-24 Official data will not be available until the Fall of 2024-25. This section will be updated later.	2023-2024 All ELA 93% AA /HI/PI ELA 62% SED ELA 55% SWD ELA 66% RFEP EL ELA 30% Ever EL ELA 72%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		RFEP (N=151) 77.5% Ever EL ELA (N=206) 61%			
Percentage of students achieving “standard met” and “standard exceeded” on the Math portions of the CAASPP. Overall student data Underrepresented student data	2018-2019 CAASP All Math 83% AA /HI/PI Math 42% SED Math 35% SWD Math 38% EL Math 33% Ever EL Math 62%	2020-2021 *CAASPP was not administered in 2020-2021 In the absence of CAASPP we utilized benchmarks, please see below: All Math (N=1648) 69% AA /HI/PI (N=301) Math 47% SED (N=185) Math 40% SWD (N=124) Math 46% EL (N=55) Math 44% RFEP (N=151) 59% Ever EL (N=206) Math 56%	2022-2023 CAASPP All Math (N=1741) 77% AA /HI/PI Math (N=361) 49% SED Math (N=233) 39% SWD Math (N=128) 37% EL Math (N=70) 28% RFEP Math (N=173) 68% Ever EL Math (N=229) 57%	2023-24 Official data will not be available until the Fall of 2024-25. This section will be updated later.	2023-2024 All Math 93% AA /HI/PI Math 51% SED Math 44% SWD Math 47% RFEP Math 42% Ever EL Math 71%
Percentage of students achieving “standard met” and “standard exceeded” on MPCSD designed or adopted Benchmark Assessments:	2020-2021 (K-2) F&P 85% TCRWP Writing 86% Math 79%	2021-2022 (K-2) Total # of K-2 Students: 922 F&P 86% TCRWP Writing 82% Math 85%	2022-2023 (K-2) Total # of K-2 Students: 984 F&P 81% TCRWP Writing 91% Math 78%	2023-2024 (K-2) Total # of K-2 Students: 888 F&P 82% TCRWP Writing 81% Math 77%	2023-2024 (K-2) F&P 94% TCRWP Writing 95% Math 88%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
K-2: F&P, TCRWP Writing & Math benchmarks					
Percentage of students achieving “standard met” and “standard exceeded” on MPCSD designed or adopted Benchmark Assessments: 3-5: SRI, TCRWP Writing, Literacy & Math benchmarks, 5th grade MDTP	2020-2021 (3-5) SRI 87% TCRWP Writing 88% Math 62% 5th Gr. MDTP (Assessment is given in June, will update data)	2021-2022 (3-5) Total # of 3-5 Students: 963 SRI 84% TCRWP Writing 77% Math 74% 5th Gr. MDTP 64%	2022-2023 (3-5) Total # of 3-5 Students: 965 SRI 85% TCRWP Writing 87% Math 81% 5th Gr. MDTP - not administered	2023-2024 (3-5) Total # of 3-5 Students: 948 SRI 86% TCRWP Writing 88% Math 90% 5th Gr. Mini-MIRA 76%	2023-2024 (3-5) SRI 96% TCRWP Writing 97% Math 71% 5th Gr. MDTP (Assessment is given in June, will update data)
Percentage of students achieving “standard met” and “standard exceeded” on MPCSD designed or adopted Benchmark Assessments: 6-8: Writing, Literacy & Math benchmarks, MDTP	2020-2021 (6-8) Writing 41% Literacy 83% Math benchmarks 55% MDTP (Assessment is given in June, will update data)	2021-2022 (6-8) Total # of 6-8 Students: 895 Writing 62% Literacy 78% Math benchmarks 65% MDTP 54%	2022-2023 (6-8) Total # of 6-8 Students: 912 Writing 46% Literacy 82% Math benchmarks 79% MDTP - will not be administered moving forward. District is piloting Mini-MIRA.	2023-2024 (6-8) Total # of 6-8 Students: 913 Writing 16% Literacy 81% Math benchmarks 80% Mini-MIRA 74%	2023-2024 (6-8) Writing 50% Literacy 92% Math benchmarks 64% MDTP (Assessment is given in June, will update data)
Youth in foster care and homeless housing status progress monitoring audits	2020-2021 0 (Current Metric is new)	2021-2022 2 progress monitoring meetings held,	2022-2023 3 progress monitoring meetings were held, September 2022,	2023-24 1 progress monitoring meetings was held, December 19, 23. We	By the end of 2024 School Year, MPCSD will have conducted an average of 3 per

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		September 2021, December 2021	December 2022, February 2023	will have two more, February 13 & April 18, 24	year, progress monitoring audit
Implementation of Learning Management System District Wide	2020-2021 K-1 Seesaw-Laurel 2-5 Altitude-Learning Encinal, Laurel 6-8 Schoology, pilot group	2021-2022 Based on current context, address in the needs due to covid, we did not have a chance to make progress. This is intended to be developed out and will continue next year.	2022-2023 K-1 Seesaw-Full implementation 2-5 Altitude-Learning-3rd-5th grade implementation 6-8 Schoology-Full implementation	2023-2024 K-3 Seesaw-Full implementation 4-5 Altitude-Learning-3rd-5th grade implementation 6-8 Schoology-Full implementation	By the end of 2024 School Year, MPCSD will have full Implementation District Wide of all LMS
Evidence & Competency Based Reporting Tools K-8	2020-2021 K-5 Plan for a Pilot of Evidence & Competency Based Report Card 6-8 Developed Evidence & Competency Based Report Card	2021-2022 Based on current context, address in the needs due to covid, we did not have a chance to make progress. This is intended to be developed out and will continue next year.	2022-2023 K-5 Implemented Pilot Evidence & Competency Based Report Card 6-8 Continued with developing an Evidence & Competency Based Report Card	2023-2024 K-5 Implemented Pilot Evidence & Competency Based Report Card: This project has been put on hold based on changes in curriculum. 6-8 Developed and launched an Evidence & Competency Based Report Card	By the end of 2024 School Year, MPCSD will have fully adopted and implemented Evidence & Competency Based Reporting Tools across K-8
Percentage of students achieving “standard met” and “standard exceeded” on the state adopted science assessment--CAST	2019 CAST Data 5th Gr. 69% SWD 36% SED 25% Hispanic 43% Ever EL 38%	2021-2022 *CAST was not administered in 2020-2021 due to Covid. MPCSD did not have an alternative local	2022 CAST Data 5th Gr. 63% SWD 19% SED 21% Hispanic 38% Ever EL 37%	2023-24 Official data will not be available until the Fall of 2024-25. This section will be updated later.	2024 CAST Data 5th Gr. 78% SWD 45% SED 34% Hispanic 52% Ever EL 46%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Overall student data Underrepresented student data	8th Gr. 68% SWD 26% SED 30% Hispanic 48% Ever EL 50%	assessment to administer.	8th Gr. 76% SWD 24% SED 50% Hispanic 55% Ever EL 45%	2023-24 Official data will not be available until the Fall of 2024-25. This section will be updated later.	8th Gr. 77% SWD 35% SED 39% Hispanic 57% Ever EL 59%

Goal Analysis

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

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

There are no substantive differences between the planned actions and the actual implementation of the actions associated with this goal. Below is a summary of the actual implementation of the actions.

The LEA successfully implemented 2.1 (Homeless and Foster Youth Support Services): Ed Services and Student Services leaders met to discuss the plans for the district's unhoused students. The team discussed the living situation and transportation needs of certain students. Our students have access to transportation to and from school. We do not have a significant number of homeless and foster youth to have data to reference.

The LEA successfully implemented 2.2 (Professional Development on Multi-Tiered Systems of Support): Teachers have been provided professional development in several settings on first-best instruction in Foundational Literacy Skills K-2, TWIG Science with ELD integration K-5, and Standards-Based Grading Practices 6-8. Academic precision and intentional teaching continue to be our focus. Our K-2 gr. data maintained across the three years we reviewed our local ELA and Math data. Our 3-5 gr. math data increased by 28% across the three years while ELA was maintained. This action will be integrated throughout our new 2024-27 LCAP goals. Our 6-8 gr. data in math increased by 25% over the past 3 years and ELA maintained.

The LEA attempted to implement 2.3 (Collaboration on Multi-Tiered Systems of Support): The district MTSS (Multi-Tiered Systems of Support) Governance Team met in December to support and plan for academic alignment on MTSS expectations. We tried to meet in the second half of the school year but could not. Instead, we brought this item to our leadership team to address the continued MTSS structure in

our district. We reviewed our current site and district practices at our leadership team meeting. Last year, we audited all of our interventions and services. We took the time to update our system at the leadership team meeting. We will continue this action, but it will be carried through into the next LCAP.

The LEA successfully implemented 2.4 (Implementation of Learning Management System): We have fully implemented this action; currently, our teachers use a learning management system to support their students and families. This action has been completed: K-3 uses Seesaw, 4-5 uses Altitude Learning Platform, and 6-8 uses Schoology. This action has been completed and will not be carried into the new LCAP.

The LEA successfully implemented 2.5 (Competency and Evidence-Based Grading Practices): In K-5 grades, articulating priority standards and success criteria in reading, writing, and math and revising K-5 progress reports to align with priority standards has been postponed due to the new curriculum being adopted. In 6-8 grades, teachers received summer professional development to support the transition to competency-based assessment and evidence-based grading during the 2023 summer. We plan on carrying out the work of editing and revising the report card to the new LCAP,

The LEA successfully implemented 2.6 (Targeted Academic Intervention): Additional intervention support resources and staff have been allocated to all our schools through the Learning Recovery Block Grant/Art, Music, and Instructional Materials Block Grant to support all four of our schools in order to provide target academic interventions in English Language Development and Math. Local data has shown an increase in students meeting or exceeding standards. Our K-2 gr. data maintained across the three years we reviewed the Math data. However, our 3-5 gr. math data increased by 28% across the three years while ELA was maintained. And our 6-8 gr. data in math increased by 25% over the past 3 years. This action will not be carried to the new LCAP. This action will be integrated throughout our new 2024-27 LCAP goals.

The LEA successfully implemented Action 2.7 (Competency and Evidence Based Grading Practices): In 2020, MPCSD rewrote the grading policy to be the Evaluation/Grading Policy that reflects our district's values of teaching to the whole child. Grades need to be a promoter of learning with meaning full feedback. The policy is messaged to all staff members at the start of the school year as a reminder that we have this policy to follow. This action was completed in 2020.

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

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

Action 2.1: Establishing support for our foster student, which includes ongoing counseling and home support. The budgeted amount was \$3,000. The estimated actual expenditure is \$14,157. The material difference is that a homeless student was transported to and from Hillview.

Action 2.2: The plan for professional development on Multi-Tiered Systems of Support was a grassroots effort through high-quality professional development and ongoing release time for teachers to focus on the opportunity gaps. These funds were used towards stipends, releasing teachers to plan together, and sending staff to professional development. The estimated actual expenditures of \$61,654, difference is due to saving from hosting professional development in-house.

Action 2.3: Collaboration on Multi-Tiered Systems of Support between Ed Services and Student Services has been key to the success of our students. The budget was \$10,000. We hosted ongoing meetings to prioritize student learning and support systems at a fraction of the cost, \$2,184.

Action 2.4: The budgeted amount for learning management systems was \$30,000. The Estimated actual expenditure for Schoology and Altitude Learning Platform was \$31,811. There was no material difference in expenditures.

Action 2.5: Streamlining grading practices were put on hold this year. There was a material difference between the budgeted amount of \$30,000 and the estimated actual expenditures of \$12,201. The difference in expenditures was due to the fact that we had a smaller group of teachers working on this action this year.

Action 2.6: The budgeted expenditure for targeted interventions was \$580,000. The estimated actual expenditures totaled \$558,828, which was spent as follows: additional funds to all four schools to hire instructional aides to focus on math and additional English Language Development Specialists at two of our school sites. There were no significant material differences in expenditures.

Action 2.7: This action was accomplished last school year, and we carried it over to this school year, thinking that we would need more time. However, the design and writing of the grading policy were completed by August 2022. The budget was \$0.00, and the spending was \$0.00.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

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 are making steady progress in interrupting this persistent outcome for our district. See below for the effectiveness/ineffectiveness of each action implemented by the LEA during the three-year LCAP cycle:

Action 2.1 (Homeless and Foster Youth Support Services): The district demonstrated proactive efforts by convening Ed Services and Student Services leaders to address the needs of homeless and foster youth. Discussing living situations and transportation needs indicates a comprehensive approach to support vulnerable student populations.

While lacking concrete data due to the absence of a significant number of homeless and foster youth, the efforts to ensure transportation access were a success.

Action 2.2 (Professional Development on Multi-Tiered Systems of Support): Providing professional development on foundational literacy skills, science with English Language Development integration, and standards-based grading practices highlights a commitment to improving

instructional quality. Interestingly, we saw improvements in math data across grade levels, indicating the effectiveness of these professional development initiatives in enhancing student learning outcomes. Integrating successful practices into the new LCAP goals reflects a strategic approach to sustaining positive outcomes.

Action 2.3 (Collaboration on Multi-Tiered Systems of Support): Although the LEA faced challenges hosting MTSS governance meetings as planned, efforts to review current practices and update the MTSS structure at leadership team meetings demonstrate adaptability and commitment to continuous improvement.

The decision to carry this action into the next LCAP cycle reflects recognition of its importance despite initial setbacks.

Action 2.4 (Implementation of Learning Management System): Successful implementation of learning management systems across grade levels indicates progress toward leveraging technology to support teaching and learning.

Action 2.5 (Competency and Evidence-Based Grading Practices): Due to several curriculum adoptions, we postponed articulating priority standards and revising progress reports. We will continue this work next year. Professional development support for competency-based assessment in 6-8 grades indicates a proactive approach to aligning grading practices with student learning goals. This part of the action helped us make progress toward the LCAP cycle.

Action 2.6 (Targeted Academic Intervention): Allocation of resources and staff for academic intervention, coupled with improvements in math data across grade levels, suggests that interventions have effectively supported student learning. Integration of successful practices into the new LCAP cycle underscores their importance in achieving continued progress.

Action 2.7 (Competency and Evidence-Based Grading Practices): Rewriting the grading policy in alignment with district values and consistent messaging to staff reflects a commitment to fostering meaningful learning experiences through grading practices. Completing this action in 2020 indicates that the LEA has established a foundation for promoting competency-based assessment and evidence-based grading.

Overall, the district's efforts across these actions demonstrate a comprehensive approach to addressing the diverse needs of students and promoting academic achievement. Successes in implementing various initiatives, coupled with a commitment to ongoing improvement and alignment with district goals, suggest effectiveness in making progress toward the overarching goal of enhancing student learning and support services.

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

As an essential part of the LCAP development, reflections on current goals, actions, and services are something we take seriously. District staff has made every effort to allow time to reflect with our LCAP+Equity Team, DELAC, and certificated/classified union members. For our new 2024-27 LCAP, we will be carrying this goal over to the new plan. A change will include progress monitoring not only English Language Arts and Math CAASPP data, but also Science data for grades 5th and 8th.

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

Goals and Actions

Goal

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

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Number of students reclassified as English Proficient before the end of fifth and before the end of eighth grade who have been in MPCSD since kindergarten and do not have intensive IEP services.	<p>2020-21 # of students reclassified before the end of fifth grade: 20 students</p> <p># of students reclassified before the end of eighth grade: 4 students</p>	<p>2021-22 Total # of EL K-5 students at prior to reclassification: 80 # of students reclassified before the end of fifth grade: 28 students</p> <p>Total # of EL 6-8 students: 8 # of students reclassified before the end of eighth grade: 3 students</p>	<p>2022-23 Total # of EL TK-5 students prior to reclassification: 124 # of students reclassified before the end of fifth grade: 24 students</p> <p>Total # of EL 6-8 students prior to reclassification: 6 # of students reclassified before the end of eighth grade: 1 student</p>	<p>2023-24 Total # of EL K-5 students prior to reclassification: 166 # of students reclassified before the end of fifth grade: 34 students</p> <p>Total # of EL 6-8 students prior to reclassification: 38 # of students reclassified before the end of eighth grade: 11 students</p>	<p>2023-24 # of students reclassified before the end of fifth grade: 40 students</p> <p># of students reclassified before the end of eighth grade: 20 students</p>
Percentage of EL students reporting	2020-21	2021-22	2022-23	2023-24	2023-24 100%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
feeling “connected” to their school/class/experience on the annual Panorama survey.	0% (Baseline Data will be available at the end of 2021-22)	Total # of EL students (N=55) 3-5: 75% 6-8: 47% *Feeling "connected" is not asked on the Panorama survey. Sense of Belonging used here.	Total # of EL students (N=82) 3-5: 66% 6-8: 40% *Feeling "connected" is not asked on the Panorama survey. Sense of Belonging used here.	Total # of EL students (N=76) 3-5: 73% 6-8: 59% *Feeling "connected" is not asked on the Panorama survey. Sense of Belonging used here.	
Percentage of EL parents reporting awareness of child’s progress in learning English on the annual MPCSD LCAP/EL Parent Survey.	2020-21 0% (Baseline Data will be available at the end of 2021-22)	2021-22 Total # of parents who completed the survey: 29 91.7% of EL parents reporting awareness of child’s progress in learning English on the annual MPCSD LCAP/EL Parent Survey	2022-23 Total # of parents who completed the survey: 60 90% of EL parents reporting awareness of child’s progress in learning English on the annual MPCSD LCAP/EL Parent 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	2023-24 100%
English Language Student Qualification Number to Special Education	2020-21 4 Students qualified	2021-22 1 Student qualified	2022-23 2 Students qualified	2023-24 1 Student qualified	2023-24 By the end of 2024, MCPSD will have drastically reduced the number of EL students referred to Special Education by 100% ***Revising desired outcome statement*** By the end of 2024, MPCSD will reduce the of in district new

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
					initial EL evaluations for special education.

Goal Analysis

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

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

There are no substantive differences in planned actions and actual implementation of the actions associated with this goal. Below is a summary of the actual implementation of the actions.

The LEA successfully implemented Action 3.1 (Addressing Significant Disproportionality): MPCSD prioritized professional development on integrating English Language Development (ELD) standards in all aspects of the district. At our first two district-wide professional development days, Elementary General Education teachers spent the day focusing on our TWIG Science program with our professional development. Our instructional coaches developed a PD plan that integrated ELD, focusing on voice, listening, and speaking. At the same time, our district ELD Coordinator provided professional development to district elementary enrichment specialists on integrating ELD into their classrooms and ensuring students have a voice, actively listening and speaking confidently. In this last year of the 3-year LCAP, we have the highest number of students classified, 45 students in total.

The LEA successfully implemented Action 3.2 (Addressing Significant Disproportionality): Through professional development and deliberate focus, teachers received professional development on utilizing math data to inform instruction and how to provide English Language Learners with a voice in math instruction. Key strategies for ELD training for Hillview Middle School teachers were provided to support understanding ELPAC and analyzing EL student data.

The LEA successfully implemented Action 3.3 (Implementation of Multi-Tiered Systems of Support): As part of the district's work in reducing the number of students referred to special education, Special Education Program Specialist Stacey Shirer trained the middle school staff on best practices in general education functions. Across the three years, we have seen a reduction in the number of ELL referrals. This year, we had one ELL referred for Special Education.

The LEA successfully implemented 3.4 (Targeted Academic Intervention): MPCSD did not have a way to systematically support our newcomer students. In the last two years, the district provided resources for our English Language Learners and purchased a standards-aligned curriculum for Hillview newcomers to help them learn the basics of English and American culture in their first year in the country. After exploring two different programs and speaking with their representatives, our ELD specialists found that Language Tree Online offers a program that would best meet the needs of our newcomers. While the program is mostly online, there were also downloadable materials in PDF format. This program is for middle newcomers and is both adaptive and sensitive to the particular needs of older students. Many

newcomer programs target a much younger student, which feels “babyish” to middle schoolers. The program focuses not only on English language acquisition but also on acculturation.

The LEA successfully implemented Action 3.5 (Extended Learning Time): ONE TIME OFFERING IN 2021-22: MPCSD completed a four-week Extended School Year Project-Based Learning plus targeted intervention for underrepresented (EL, SPED) students based on teacher recommendation. This project-based approach will ensure meaningful integration of content areas, such as reading, writing, technology, and an emphasis on science. Along with a project-based approach to summer learning, through our programs, we will address the social and emotional needs of our students.

The LEA successfully implemented Action 3.6 (Targeted Academic Intervention): The ELD specialist's support has increased at two of our school sites, Encial & Laurel, due to the large caseloads. Under the leadership of our district's English Language Services Coordinator, ELD specialists met regularly in a professional learning community to progress monitor all EL students' progress and partner with general education teachers to ensure that academic needs are met. This year, our ELD Coordinator officially implemented the Observation Protocol for Teachers of English Learners (OPTTEL), a resource to support educators in monitoring and evaluating the language use of English learner (EL) students. The school board has also approved the use of the OPTTEL as a part of our reclassification criteria.

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

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

Action 3.1-The budgeted expenditure for this action is \$34,000. Estimated actual expenditures for \$43,021 were used to pay the salary of an interventionist as support for English Language Learners.

Action 3.2- EL specialists at each school site have provided push-in ELD support in the general ed classroom and some learning centers. Through conversations and coaching, EL specialists model strategies for collaborative communication. The budgeted expenditures were for \$34,000. Estimated actuals total \$43,021.

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

Action 3.4- Ongoing Instructional aides for ELA/Math and EL Specialists for sites to support students with ELD needs were hired. The budgeted expenditure for this action is \$536,000. The estimated actual expenditures for improved services resulted in the amount of for EL Specialists and instructional aides was a total of \$516,786.

Action 3.5-The budgeted expenditure for this action was a one-time \$300,000 budget. The actual expenditure was \$357,050. The difference was due to an increase in salaries.

Action 3.6-The budgeted expenditure for this action was \$459,646. The actual expenditure was \$459,950. There was not a significant difference in spending.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

Our third goal is to focus on our English Language Learners. Our general education teachers have been engaging in professional development and training on support for English Learners. This year's key focus is professional development on Key Strategies that encourage student voice. 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 (LTELs) to zero count at each school. Hillview has made the greatest progress; they brought their LTEL numbers down by almost 50%, going from 13 LTELs to 6 last year.

The districts' implementation of various actions to address significant disproportionality and enhance support for English Language Learners (ELLs) and other underrepresented students demonstrates a comprehensive approach to promoting equity and improving academic outcomes. See below for the effectiveness of each action:

Action 3.1 (Addressing Significant Disproportionality): Providing professional development focused on integrating English Language Development (ELD) standards into district-wide programs and classroom instruction indicates a commitment to supporting ELLs' academic success. The increase in the number of reclassified students suggests improved identification and support for the needs of our students. Integrating ELD into enrichment specialists' classrooms ensures ELLs have opportunities to develop language skills across various areas at school.

Action 3.2 (Addressing Significant Disproportionality): Professional development on utilizing math data to inform instruction and support ELLs in math demonstrates a targeted approach to addressing disparities in math achievement. Strategies provided for ELD training at Hillview Middle School indicate efforts to improve support for EL students transitioning to higher grade levels.

Action 3.3 (Implementation of Multi-Tiered Systems of Support): Training middle school staff on general education functions to reduce special education referrals reflects proactive efforts to address disproportionality in special education has been impactful. Reducing ELL referrals for special education suggests increased awareness and support for diverse learning needs within general education settings.

Action 3.4 (Targeted Academic Intervention): Providing resources and a standards-aligned curriculum for newcomer students demonstrates responsiveness to the unique needs of this population. Selecting a program that is sensitive to the needs of middle school newcomers indicates consideration of students' age and cultural backgrounds, enhancing program effectiveness.

Action 3.5 (Extended Learning Time): Offering extended school year programs with a project-based learning approach for focal students reflects a commitment to addressing academic and socio-emotional needs during summer breaks. Integration of content areas and emphasis on science align with a holistic approach to learning and skill development.

Action 3.6 (Targeted Academic Intervention): Increased support for ELD specialists and regular progress monitoring of EL students indicate a systemic approach to addressing academic needs. Implementing the Observation Protocol for Teachers of English Learners (OPTTEL) and its inclusion in reclassification criteria demonstrate efforts to ensure equitable assessment and support for EL students.

Overall, the district's actions effectively target significant disproportionality and provide comprehensive support for ELLs and focal students. The strategies employed demonstrate a commitment to addressing diverse learning needs and promoting equity across all aspects of education.

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

As an essential part of the LCAP development, reflections on current goals, actions, and services are something we take seriously. District staff has made every effort to allow time to reflect with our LCAP+Equity Team, DELAC, and certificated/classified union members. No changes were made to this goal. This has been our most successful goal, and we will move forward to our new 2024-27 LCAP.

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

Goals and Actions

Goal

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

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Percentage of Low SED students considered “chronically absent” based on the CDE definition and reflected in the CA Dashboard, at least once.	2018-19 2019 California Dashboard Performance Level Green: 9.4% “chronically absent” (Total # of Low SED Students 287)	2021-2022 Low SED students (N=340) considered “chronically absent” 12.9%	2022-2023 CA Data Dashboard Results Based on Data Quest: Low SED students (N=290) considered “chronically absent” 22.1%	2023-24 Official data will not be available until the Fall of 2024-25. This section will be updated later. Internal data collection shows SED 64 out of 374 = 17.11% considered “chronically absent”	2024 California Dashboard Performance Level Green: 0% “chronically absent” (Total # of Low SED Students 287)
Percentage of Low SED students reporting feeling of “Sense of belonging” on the annual Panorama (grades 3-8) “Sense of belonging” Scale.”	2020-21 0 (Baseline Data, 1-5 scale, will be available at the end of 2021-22)	2021-2022 Total # of SED students (N=108) 3-5: 71% Total # of SED students (N=116) 6-8: 43% *Panorama scoring changed from Mean	2022-2023 Total # of SED students (N=99) 3-5: 68% Total # of SED students (N=103) 6-8: 41% *Panorama scoring changed from Mean	2023-24 Total # of SED students (N=105) 3-5: 62% Total # of SED students (N=118) 6-8: 50% *Panorama scoring changed from Mean	5 out of 5 *Panorama scoring changed from Mean Score to Percent Favorable Increase by 9% of Low SED students reporting feeling of “Sense of belonging”

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		Score to Percent Favorable	Score to Percent Favorable	Score to Percent Favorable	on the annual Panorama (grades 3-8) "Sense of Belonging" Scale.
Percentage of Low SED students reporting feeling of "School safety" on the annual Panorama (grades 3-8) "School safety Scale."	2020-21 0 (Baseline Data, 1-5 scale, will be available at the end of 2021-22)	2021-2022 Total # of SED students (N=108) 3-5: 70% Total # of SED students (N=116) 6-8: 70% *Panorama scoring changed from Mean Score to Percent Favorable	2022-2023 Total # of SED students (N=99) 3-5: 62% Total # of SED students (N=103) 6-8: 63% *Panorama scoring changed from Mean Score to Percent Favorable	2023-24 *This metric was on the SEL Panorama Survey which was not administered in 23-24	5 out of 5 *Panorama scoring changed from Mean Score to Percent Favorable Increase by 9% of Low SED students reporting feeling of "School safety" on the annual Panorama (grades 3-8) "School safety Scale."
Percentage of Low SED students suspended at least once.	2018-19 California Dashboard Performance Level Green: 1.4% suspended at least once (Total # of Low SED Students 287)	2021-2022 In Data Quest, not numerically significant to report in year one.	2022-2023 California Dashboard Performance Level Green: 0.1%	2023-24 Official data will not be available until the Fall of 2024-25. This section will be updated later. Internal data collection shows SED 6 out of 374 = 1.6% suspended at least once.	2024 California Dashboard Performance Level Green: 0% suspended at least once (Total # of Low SED Students 287)
Percentage of students from low income families	2018-19 CAASPP ELA: Met/Exceed 46%	2021 CAASPP	2021-2022 CAASPP Total # of SED 3-8 students (N=235)	2023-24 Official data will not be available until the Fall	2024 CAASPP ELA: Met/Exceed 60%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
achieving “standard met” and “standard exceeded” on the ELA and Math portions of the CAASPP.	Math: Met/Exceed 35%	*CAASPP was not administered in 2020-2021. In the absence of CAASPP we utilized SRI/Math benchmarks, please see below: Total # of SED 3-8 students (N=224) ELA (SRI): Met/Exceed 55% Math (Benchmark): Met/Exceed 40%	ELA: Met/Exceed 51% Total # of SED 3-8 students (N=233) Math: Met/Exceed 39%	of 2024-25. This section will be updated later.	Math: Met/Exceed 60%
Percentage of under represented parents reporting being meaningfully engaged in their children's school on the annual Panorama.	2020-21 Panorama Survey 32.9% of parents reported being meaningfully engaged in their children's school.	2021-2022 Panorama Survey Total # of SED Parents (N=825) 46% of parents reported being meaningfully engaged in their children's school.	2022-2023 Panorama Survey Total # of SED Parents (N=1,010) 54% of parents reported being meaningfully engaged in their children's school.	2023-24 Total # of SED Parents (N=746) 51% of parents reported being meaningfully engaged in their children's school.	2024 Panorama Survey 60% of parents reported being meaningfully engaged in their children's school.

Goal Analysis

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

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

There are no substantive differences between the planned actions and the actual implementation of the actions associated with this goal. Below is a summary of the actual implementation of the actions.

The LEA successfully implemented Action 4.1 (Integrated WellBeing): Our Wellness coordinator attends monthly meetings with the SMCOE TUPE program and local agencies. A group of middle school students has been trained as educational leaders who will lead TUPE-related lessons in the classrooms, create public survey announcements for school announcements, and promote awareness around the school with activities and literature. This group meets several times a month to plan activities. The Wellness Coordinator/TUPE lead has developed an alternative to suspension for students who vape.

The LEA successfully implemented Action 4.2 (Family Engagement): The District Family Engagement Coordinator has held four parent cafes. One of the many engagements included a coach and a district staff running a parent education course on understanding grade-level core content standards and interpreting a report card.

The LEA successfully implemented Action 4.3 (Transportation Service): The long commute continues to be an area of concern. At the start of the school year, classified staff provided support on the bus to help students adjust to the first month of school. A few of our school administrators took the bus with the students to better understand the conditions.

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

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

Action 4.1-The budgeted expenditure for this action was \$1,000. The estimated actual expenditures are currently \$0 because San Mateo County has absorbed all operational costs, such as a stipend for liaison and other required materials.

Action 4.2 The budgeted expenditure for this action was \$128,000. The estimated actual expenditures were \$129,952, which is the salary of the district family engagement coordinator for this school year.

Action 4.3 The budgeted expenditure for this action was \$5,000. The estimated actual expenditures were \$10,332, which is the additional stipend for a bus monitor.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

Our fourth goal is to focus on our students from Socio-Economically Disadvantaged families. Research has historically shown when students feel like they are a valued part of a school community, their academic performance and sense of well-being are positively impacted. In addition, students with a sense of belonging are more likely to love learning and also less likely to miss school. Some highlights of the actions that we have committed to includes engage the families through parent education, connecting them with Flor Espinal, our Family Engagement Coordinator, and ensuring that our students have access to transportation so that they can attend programs that are offered

outside of school hours. We have a month called feedback in February, where we collect much of the data through our panorama survey. One data point is the percentage of students from socioeconomically disadvantaged families who are chronically absent, as shown in the previous years. There has been a notable change when compared last school year to this year. We saw a 4.1 percent decrease in chronic absenteeism. However, we do need to continue focusing on getting our students to school. We feel that the specific actions toward this goal has helped us make progress towards this goal.

Action 4.1 (Integrated Well-Being): Our Wellness coordinator's active participation in monthly meetings with the SMCOE TUPE program and local agencies demonstrates a commitment to collaboration and resource-sharing. Training middle school students as educational leaders has proven successful, empowering them to lead TUPE-related lessons, create public survey announcements, and raise awareness through activities and literature. Local data on suspension has decreased, showing that the regular meetings to plan activities have facilitated positive coordination and execution of initiatives to make progress toward this goal. Furthermore, the development of an alternative to suspension for students who vape showcases innovative approaches to addressing challenging issues.

Action 4.2 (Family Engagement): The District Family Engagement Coordinator's position has shown effectiveness in fostering stronger connections between the district and families. The District Family Engagement Coordinator's organization of four parent cafes, including educational courses led by coaches and district staff, has facilitated meaningful interactions and provided valuable support to parents. These engagements, such as the parent education course on understanding grade-level core content standards and interpreting report cards, highlight our commitment to empowering families with essential information and resources. We continue to see the action's positive impacts in helping us progress towards our goal.

Action 4.3 (Transportation Service): Furthermore, the successful impact of this underscores our dedication to addressing the needs of our students and community. Acknowledging the challenges posed by long commutes, classified staff provided support on buses at the beginning of the school year to help students adjust. Additionally, school administrators' involvement in riding buses with students demonstrates a proactive approach to understanding and addressing transportation-related concerns firsthand. These efforts reflect our ongoing commitment to enhancing our students' overall well-being and educational experience.

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

As an essential part of the LCAP development, reflections on current goals, actions, and services are something we take seriously. District staff has made every effort to allow time to reflect with our LCAP+Equity Team, DELAC, and certificated/classified union members. Our leadership team decided to remove this metric: Percentage of Low SED students reporting feeling of "School safety" on the annual Panorama (grades 3-8) "School safety Scale." We found that question itself was misleading. For our new 2024-27 LCAP, we will not be carrying this goal over to the new plan. We will be integrating how we support our students from socio-economically disadvantaged students through our new goals.

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

Goals and Actions

Goal

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

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Percentage of underrepresented students reporting on “Emotional Regulation” on the annual Panorama (grades 3-8) “Emotional Regulation Scale.”	2020-2021 3.4 out of 5 Revised baseline 3-5: 68% 6-8: 70%	2021-2022 Total # of Under represented students (N=176) 3-5: 52% Total # of Under represented students (N=154) 6-8: 68% *Panorama scoring changed from Mean Score to Percent Favorable. Will be sunsetting mean score.	2022-2023 This metric has been removed because it has been identified as unreliable. Staff found students needing clarification on the questions. District leadership and counselors were consulted.	2023-2024 This metric has been removed because it has been identified as unreliable. Staff found students needing clarification on the questions. District leadership and counselors were consulted.	2023-24 This metric has been removed because it has been identified as unreliable. Staff found students needing clarification on the questions. District leadership and counselors were consulted.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Percentage of underrepresented students considered “chronically absent” based on the CDE definition and reflected in the CA Dashboard, at least once.	<p>2018-19 California Dashboard: SED Students Performance Level Green: 9.4% “chronically absent” (Total # of Low SED Students 287)</p> <p>Hispanic Students Performance Level Green: 4.8% “chronically absent” (Total # of Low Hispanic Students 482)</p> <p>EL Students Performance Level Yellow: 5.1% “chronically absent” (Total # of EL Students 237)</p> <p>Pacific Islander Students Performance Level Yellow: 2.7% “chronically absent” (Total # of Pacific Islander Students 37)</p> <p>Students with Disabilities Performance Level Orange: 8.7%</p>	<p>2021-22 Results Based on Data Quest: SED Students “chronically absent”: 12.9% (Total # of Low SED Students 255)</p> <p>Hispanic Students “chronically absent”: 6.9% (Total # of Hispanic Students 479)</p> <p>EL Students “chronically absent”: 1.7% (Total # of EL Students 160)</p> <p>Pacific Islander Students “chronically absent”: 21.9% (Total # of Pacific Islander Students 32)</p> <p>Students with Disabilities “chronically absent”: 1.9% (Total # of SWD Students 51)</p>	<p>2022-23 Results Based on Data Quest: SED Students “chronically absent”: 1.9% (Total # of Low SED Students 305)</p> <p>Hispanic Students “chronically absent”: 3.6% (Total # of Hispanic Students 530)</p> <p>EL Students “chronically absent”: 1.4% (Total # of EL Students 171)</p> <p>Pacific Islander Students “chronically absent”: 0.3% (Total # of Pacific Islander Students 31)</p> <p>Students with Disabilities “chronically absent”: 1.9% (Total # of SWD Students 227)</p>	<p>2023-24 Official data will not be available until the Fall of 2024-25. This section will be updated later.</p>	<p>2023-24 2024 California Dashboard: SED Students Performance Level Green: 0% “chronically absent” (Total # of Low SED Students 287)</p> <p>Hispanic Students Performance Level Green: 0% “chronically absent” (Total # of Low Hispanic Students 482)</p> <p>EL Students Performance Level Yellow: 0% “chronically absent” (Total # of EL Students 237)</p> <p>Pacific Islander Students Performance Level Yellow: 0% “chronically absent” (Total # of Pacific Islander Students 37)</p> <p>Students with Disabilities</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	“chronically absent” (Total # of SWD Students 252)				Performance Level Orange: 0% “chronically absent” (Total # of SWD Students 252)
Percentage of under represented students suspended at least once.	<p>2018-19 California Dashboard: SED Students Performance Level Green: 1.4% suspended at least once (Total # of Low SED Students 287)</p> <p>Hispanic Students Performance Level Yellow: 0.8% suspended at least once (Total # of Hispanic Students 485)</p> <p>EL Students Performance Level Orange: 1.6% suspended at least once (Total # of EL Students 243)</p> <p>Students with Disability Performance Level Orange: 2.0% suspended at least once (Total # of Low</p>	<p>2021-22 Results Based on Data Quest: SED Students “suspended at least once”: 0% (Total # of Low SED Students 255)</p> <p>Hispanic Students “suspended at least once”:0% (Total # of Hispanic Students 479)</p> <p>EL Students “suspended at least once”:0% (Total # of EL Students 160)</p> <p>Pacific Islander Students “suspended at least once”: 0% (Total # of Pacific Islander Students 32)</p> <p>Students with Disabilities “suspended at least once”:</p>	<p>2022-23 Results Based on Data Quest: SED Students “suspended at least once”: 0.1% (Total # of Low SED Students 305)</p> <p>Hispanic Students “suspended at least once”: 0.3% (Total # of Hispanic Students 530)</p> <p>EL Students “suspended at least once”: 0% (Total # of EL Students 171)</p> <p>Pacific Islander Students “suspended at least once”: 0% (Total # of Pacific Islander Students 31)</p> <p>Students with Disabilities “suspended at least</p>	<p>2023-24 Official data will not be available until the Fall of 2024-25. This section will be updated later.</p>	<p>2023-24 2024 California Dashboard: SED Students Performance Level Green: 0% suspended at least once (Total # of Low SED Students 287)</p> <p>Hispanic Students Performance Level Yellow: 0% suspended at least once (Total # of Hispanic Students 485)</p> <p>EL Students Performance Level Orange: 0% suspended at least once (Total # of EL Students 243)</p> <p>Students with Disability Performance Level Orange: 0% suspended at least once (Total # of Low</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>Students with Disability 253)</p> <p>Pacific Islander Students Performance Level Orange: 2.6% suspended at least once (Total # of Pacific Islander Students 38)</p>	0% (Total # of SWD Students 51)	once": 0.2% (Total # of SWD Students 227)		<p>Students with Disability 253)</p> <p>Pacific Islander Students Performance Level Orange: 0% suspended at least once (Total # of Pacific Islander Students 38)</p>

Goal Analysis

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

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

There are no substantive differences in planned actions and actual implementation of the actions associated with this goal. Below is a summary of the actual implementation of the actions.

The LEA has successfully implemented Action 5.1 (Integrated Well-Being and Healthy Collaborative Relationships): Districtwide, our school counselors have been an important part of implementing character education and supporting students' social-emotional well-being. At all of our schools, The RULER program is implemented along with each school's character education program. Our schools are also utilizing Restorative Justice Practices, K-8.

The LEA has successfully implemented Action 5.2 (Integrated Well-Being): Our Wellness Coordinator oversees the PAWzitivity program, which has now officially launched. It brings joy to our students. When it comes to the logistics of the program, we are learning and making adjustments. We continue to seek ways to improve our programming.

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

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

Action 5.1-The budgeted expenditure for this action was \$15,000. The estimated actual expenditure was \$10,945. The funds were spent on sending staff to training on the RULER curriculum and materials focused on best practices for integrating social-emotional learning in the classroom, including naming and regulating emotions. We also added additional "Restorative Practices" training at the middle school level. The anticipated cost was a little more than what was budgeted.

Action 5.2- The associated costs support the district's PAWZitivity SEL dog program. The budgeted expenditure for this action for 2023-24 is \$45,000. The actual expenditure was \$11,861. The difference is due to the fact that this program is now in maintenance.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

Our fifth goal focuses on integrated well-being. Since our COVID years, we have continued to see our students feeling emotionally dysregulated. We have several programs to support our students in developing skills to manage their emotions. In particular, our Hillview Middle School counselors have been doing great in supporting our students! Our schools will continue to work towards our students feeling engaged and safe and wanting to attend school as we focus on chronic absenteeism. We must pay close attention to our focal student groups and their attendance. The percentage of chronically absent students, especially our Hispanic and English Language Learners, has increased.

Action 5.1 (Integrated Well-Being and Healthy Collaborative Relationships): School counselors' involvement in character education and support of students' social-emotional well-being have yielded positive results across the district. The widespread implementation of The RULER program alongside each school's character education initiative indicates the effectiveness of our approach. Furthermore, implementing Restorative Justice Practices from kindergarten through 8th grade demonstrates tangible progress in fostering healthy relationships and conflict resolution skills among students. This action has been effective in making progress towards our goal.

Action 5.2 (Integrated Well-Being): Under our Wellness Coordinator's guidance, the PAWzitivity program's official launch has proven instrumental in bringing joy to our student body. As we navigate the logistical aspects of the program, our ability to learn and adapt highlights our commitment to continuous improvement. By actively seeking ways to refine and enhance our programming, we effectively advance our mission to promote holistic well-being within our educational community. This action has been effective in making progress towards our goal.

Overall, these actions have supported the district's progress toward the goal during the three-year LCAP cycle.

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

As an essential part of the LCAP development, reflections on current goals, actions, and services are something we take seriously. District staff has made every effort to allow time to reflect with our LCAP+Equity Team, DELAC, and certificated/classified union members. For our new 2024-27 LCAP, we will not be carrying this goal over to the new plan. We will be integrating the support of our students from Socio-Economically Disadvantaged families throughout our goals.

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

Goals and Actions

Goal

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

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Percentage of underrepresented families reporting feeling “connected” or “very connected” in their learning on the annual Panorama (grades 3-8) “Family Engagement Scale.”	2020-2021 36%	2021-22 Total # of Under represented parents: 825 58%	<p>Updated language used for reporting data.</p> <p>2022-23 72% Percent of underrepresented families reported feeling “connected” or “very connected” in their learning on the annual Panorama (grades 3-8) “Family Engagement Scale.”</p>	2023-24 61% of underrepresented families reporting feeling “connected” or “very connected” in their learning on the annual Panorama (grades 3-8) “Family Engagement Scale.”	2023-24 100%
Increase the number of College Bound parents on	2020-2021	2021-22	2022-23	2023-24	2023-24 Reflect an increase each year in the

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
governance committees (LCAP+Equity, DELAC).	DELAC average attendance (36 EL Parents) Parent Cafe average attendance (30 Low Socio-Economically Disadvantaged Parents) Parent Speaker's Series average attendance (83 District Parents) LCAP+Equity average attendance (2 underrepresented parents)	DELAC average attendance (21 EL Parents) Parent Cafe average attendance (30 Low Socio-Economically Disadvantaged Parents) Parent Speaker's Series average attendance (116 District Parents) LCAP+Equity average attendance (2 underrepresented parents)	DELAC average attendance (35 EL Parents) Parent Cafe average attendance (24 Low Socio-Economically Disadvantaged Parents) Parent Speaker's Series average attendance (50 District Parents) LCAP+Equity average attendance (1 underrepresented parents)	DELAC average attendance (30 EL Parents) Parent Cafe average attendance (35 Low Socio-Economically Disadvantaged Parents) Parent Speaker's Series average attendance (62 District Parents) LCAP+Equity average attendance (2 underrepresented parents)	following DELAC average attendance (200 EL Parents) Parent Cafe average attendance (100 Low Socio-Economically Disadvantaged Parents) Parent Speaker's Series average attendance (200 District Parents) LCAP+Equity average attendance (10 underrepresented parents)
Percentage of EL parents reporting awareness of child's progress in learning English on the annual MPCSD LCAP/EL Parent Survey.	2020-2021 0% (Baseline Data will be available at the end of 2021-22)	2021-22 Total # of EL parents that completed the survey (N=29) 91.7% of EL parents reporting awareness of child's progress in learning English on the annual MPCSD LCAP/EL Parent Survey.	2022-23 Total # of EL parents that completed the survey (N=60) 90% of EL parents reporting awareness of child's progress in learning English on the annual MPCSD LCAP/EL Parent Survey.	2023-24 Total # of EL parents who completed the survey (N=69) 88% of EL parents reporting awareness of child's progress in learning English on the annual MPCSD LCAP/EL Parent Survey	2023-24 100%

Goal Analysis

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

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

There are no substantive differences in planned actions and actual implementation of the actions associated with this goal. Below is a summary of the actual implementation of the actions.

The LEA effectively implemented Action 6.1(Integrated Well-Being, Healthy, and Collaborative Relationships): Our family engagement coordinator continues to find ways to engage the families of our focal students. We have hosted several meetings and parent events to engage our families. We continue to use our communication tools regularly. As for the home visits, that is on an as-needed basis. Our Student Services team has conducted one home visit this school year.

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

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

Action 6.1-The budgeted expenditure for this action was \$30,000. The estimated actual expenditure was \$29,430. The funds were used toward parent governance events, parent welcome events, and a communication tool to enhance outreach with our underrepresented families.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

Our sixth goal is a goal that focuses on parent engagement. Our Family engagement efforts extend to outreach for socioeconomically disadvantaged families through parent cafes, the District English Language Advisory Committee for our families that have students who are English learners, and our parent education series. MPCSD also provided opportunities across our district for authentic family relationships, celebrating the strengths and culture of Hispanic students through events like Family BBQ and Días De Los Muertos. Parents are important partners in the success of our students. The metric for LCAP goal 6 measures parent engagement. We do not have data to represent goal 6 as our status is in progress. We continue to encourage our families to find ways to get involved. We learned in this LCAP cycle that trying to make the correlation between the percentage of parent participation doesn't give us the data we need to see if all of our events have made an impact. As we look towards our new LCAP, we will make changes to measuring outcomes. Our district believes that our actions towards this goal made a difference.

Action 6.1 (Integrated Well-Being, Healthy, and Collaborative Relationships): Our family engagement coordinator's efforts to involve the families of our focal students have yielded positive results. Through the hosting of numerous meetings and parent events, we have successfully engaged our families in the educational process. Additionally, our consistent use of communication tools has enhanced our

ability to maintain regular contact with families. Home visits, conducted on an as-needed basis, have proven to be a valuable resource in providing personalized support. This school year, our Student Services team conducted one such visit, underscoring our commitment to fostering strong, collaborative relationships between home and school. This action has helped us make progress towards our goal.

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

As an essential part of the LCAP development, reflections on current goals, actions, and services are something we take seriously. District staff has made every effort to allow time to reflect with our LCAP+Equity Team, DELAC, and certificated/classified union members. For our new 2024-27 LCAP, we will not be carrying this goal over to the new plan. We will be integrating parent engagement throughout our goals.

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

Instructions

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.

Complete the prompts as instructed for each goal included in the 2023–24 LCAP. Duplicate the tables as needed. The 2023–24 LCAP Annual Update must be included with the 2024–25 LCAP.

Goals and Actions

Goal(s)

Description:

Copy and paste verbatim from the 2023–24 LCAP.

Measuring and Reporting Results

- Copy and paste verbatim from the 2023–24 LCAP.

Metric:

- Copy and paste verbatim from the 2023–24 LCAP.

Baseline:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 1 Outcome:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 2 Outcome:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 3 Outcome:

- When completing the 2023–24 LCAP Annual Update, enter the most recent data available. Indicate the school year to which the data applies.

Desired Outcome for 2023–24:

- Copy and paste verbatim from the 2023–24 LCAP.

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

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023–24)
Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Enter information in this box when completing the 2023–24 LCAP Annual Update.	Copy and paste verbatim from the 2023–24 LCAP.

Goal Analysis

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

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

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

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.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

- Describe the effectiveness or ineffectiveness of the specific actions in making progress toward the goal during the three-year LCAP cycle. “Effectiveness” means the degree to which the actions were successful in producing the desired result and “ineffectiveness” means that the actions did not produce any significant or desired 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, desired 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.

California Department of Education
November 2023