



LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Mt. Pleasant Elementary School District (MPESD)

CDS Code: 43 69617 0000000

School Year: 2024-25

LEA contact information:

Dina Chung

Director of Curriculum, Instruction, and Assessment

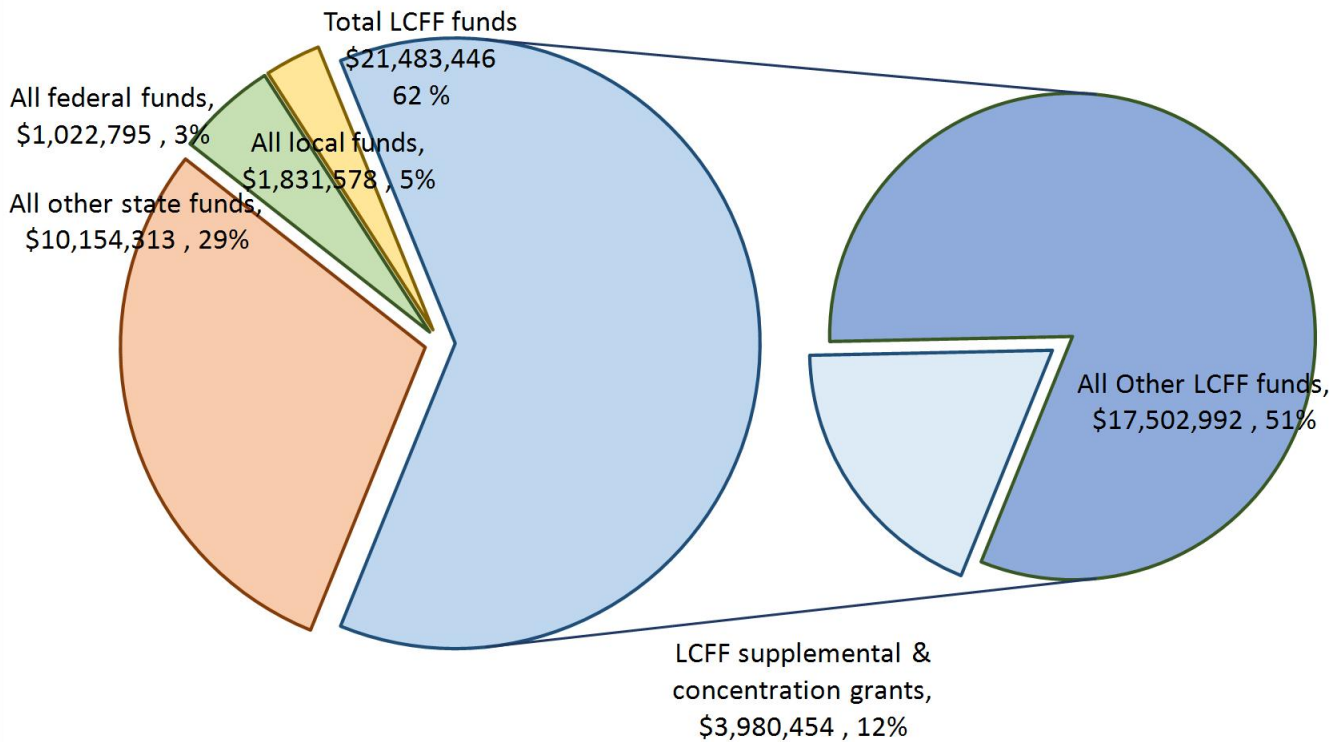
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408-223-3783

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

Budget Overview for the 2024-25 School Year

Projected Revenue by Fund Source

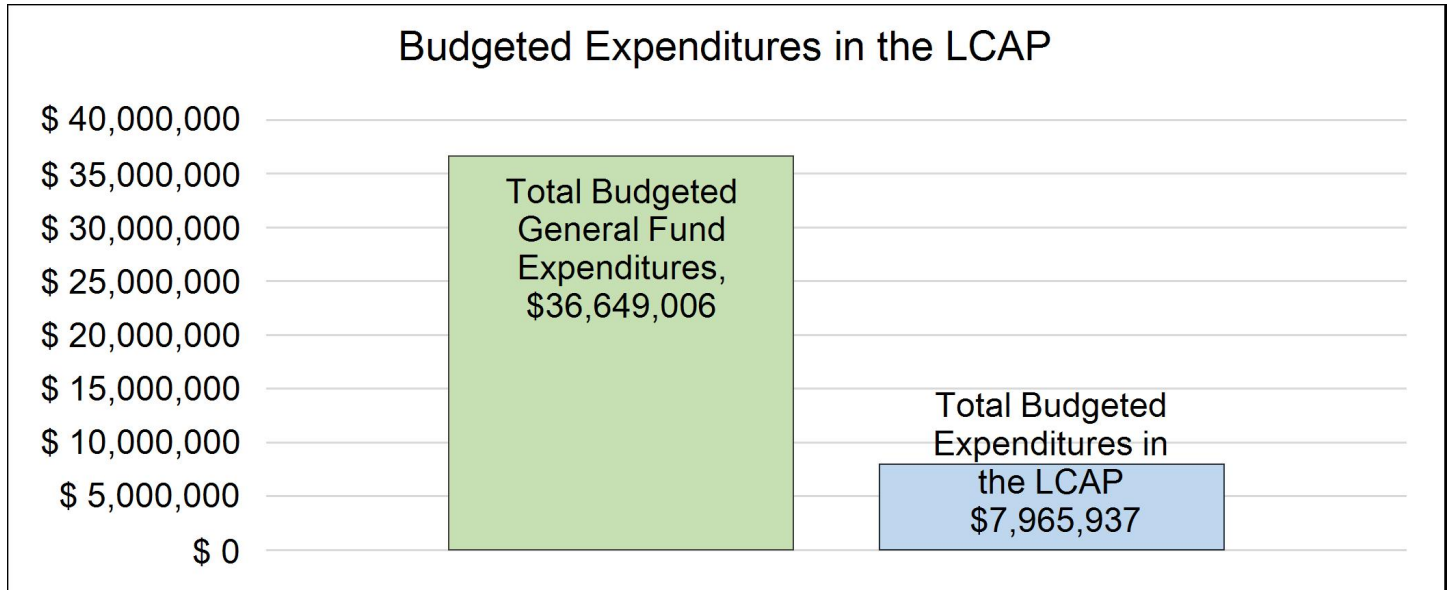


This chart shows the total general purpose revenue Mt. Pleasant Elementary School District (MPESD) expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Mt. Pleasant Elementary School District (MPESD) is \$34,492,132, of which \$21,483,446 is Local Control Funding Formula (LCFF), \$10,154,313 is other state funds, \$1,831,578 is local funds, and \$1,022,795 is federal funds. Of the \$21,483,446 in LCFF Funds, \$3,980,454 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.



This chart provides a quick summary of how much Mt. Pleasant Elementary School District (MPESD) plans to spend for 2024-25. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Mt. Pleasant Elementary School District (MPESD) plans to spend \$36,649,006 for the 2024-25 school year. Of that amount, \$7,965,937 is tied to actions/services in the LCAP and \$28,683,069 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

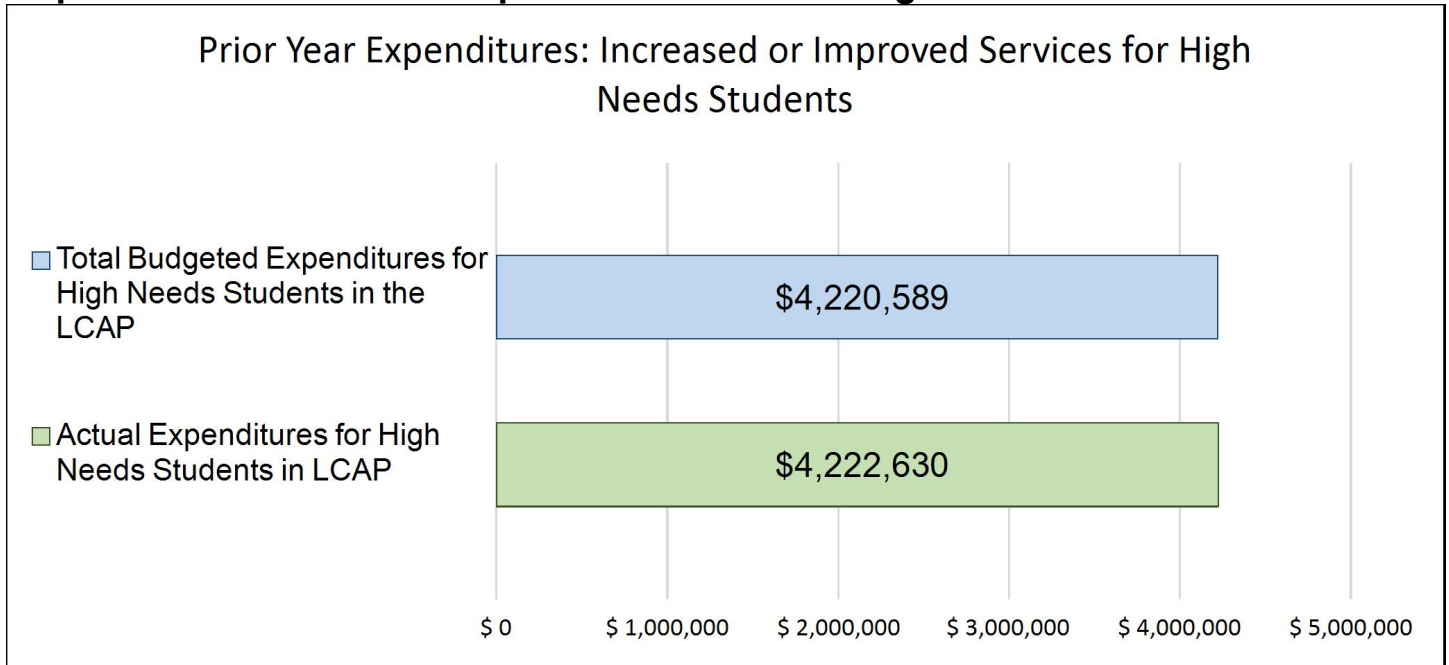
- SELPA General Fund \$2,815,880
- Lottery Fund \$250,925
- Parcel Tax \$420,142
- Categorical Funds \$3,585,919
- Special Ed Fund \$4,909,544
- Ida Jew Charter General Fund \$3,790,487
- Ida Jew Charter LCAP Fund \$892,504
- District General Funds \$12,017,668

Increased or Improved Services for High Needs Students in the LCAP for the 2024-25 School Year

In 2024-25, Mt. Pleasant Elementary School District (MPESD) is projecting it will receive \$3,980,454 based on the enrollment of foster youth, English learner, and low-income students. Mt. Pleasant Elementary School District (MPESD) must describe how it intends to increase or improve services for high needs students in the LCAP. Mt. Pleasant Elementary School District (MPESD) plans to spend \$3,980,454 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2023-24



This chart compares what Mt. Pleasant Elementary School District (MPESD) budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Mt. Pleasant Elementary School District (MPESD) estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2023-24, Mt. Pleasant Elementary School District (MPESD)'s LCAP budgeted \$4,220,589 for planned actions to increase or improve services for high needs students. Mt. Pleasant Elementary School District (MPESD) actually spent \$4,222,630 for actions to increase or improve services for high needs students in 2023-24.



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.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Mt. Pleasant Elementary School District (MPESD)	Dina Chung Director of Curriculum, Instruction, and Assessment	dchung@mpesd.org 408-223-3783

Goals and Actions

Goal

Goal #	Description
1	Pupil Outcomes: Increase student success for all student subgroups in English Language Arts/Literacy, Math, and Science by providing high quality instruction that promotes college and career readiness with academic interventions and differentiated instruction to decrease the achievement gap.(State Priorities: 4, 7, and 8)

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
2019 CAASPP Results for English Language Arts and Mathematics.	<p>In English Language Arts 51.10% met or exceeded standard and in Mathematics, 39.73% met or exceeded standard.</p> <p>All schools improved in ELA, three schools increased performance (August Boeger (6 points), Robert Sanders (8.4), and Valle Vista (5.4)) and Mount Pleasant Elementary improved significantly with an increase of 15.8 points. All schools are moving closer to meeting “standards” in the CAASPP ELA assessment. The majority of Student</p>	<p>MPESD did not implement the CAASPP assessments for the 2020-21 Academic School year. The local results using Edsite are: 24% of All students scored "At or Above Grade Level" in ELA and 34% in Mathematics.</p> <p>Subgroups " At or Above Grade Level" in ELA: English Learners - 13% Socioeconomically Disadvantage - 22% Hispanic - 20% Asian - 34%</p>	<p>MPESD implemented CAASPP assessments for 2021-2022 school year. SBAC test results for reading at standard met or standard exceeded for ELA was 35.84% and 22.41% for Mathematics.</p> <p>Subgroups "At or Above Grade Level" in ELA: English Learners - 18% Socioeconomically Disadvantaged - 30% Students with disabilities - 5% African American students- 29% Hispanic - 27%</p>	<p>MPESD implemented CAASPP assessment for 2022-2023 school year. SBAC test results for reading at standard met or standard exceeded for ELA was 30% and 22% for Mathematics.</p> <p>Subgroups "At or Above Grade Level" in ELA: English Learners - 12% Socioeconomically Disadvantaged - 25% Students with disabilities - 6% African American students- 28% Hispanic - 24% Asian - 60%</p>	<p>The 2023-24 school year's desired outcome is to have at least 55% of the students meeting or exceeding standard in English Language Arts and no subgroup of students with a "Red" or "Orange" performance level.</p> <p>In Mathematics, the desired outcome is to have at least 45% of the students meeting or exceeding standard and no subgroup of students with a "Red" or "Orange" performance level.</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>subgroups made improvements in ELA; English Learners increased (+ 9.2), Socioeconomically Disadvantaged (+9.2), Students with Disabilities (+12), and Hispanic (+9.9), all of the aforementioned subgroups had an overall Yellow progress indicator.</p> <p>In Mathematics although the District’s overall performance indicator was Yellow, not all schools made growth. August Boeger (-4 points) and Valle Vasta’s (-3.1 points) performance indicator stayed orange and the average distance from meeting standard decreased. Two schools had significant growth, Robert Sanders’s performance increased by 18.6 points and Mt. Pleasant by 23.4</p>	<p>Subgroups " At or Above Grade Level" in Mathematics: 34% English Learners - 14% Socioeconomically Disadvantaged - 34% Hispanic - 33% Asian - 34%</p>	<p>Asian - 72% Homeless Youth - 25%</p> <p>Subgroups "At or Above Grade Level" in Mathematics: English Learners - 30% Socioeconomically Disadvantaged - 17% Students with disabilities- 5% African American students - 17% Hispanic - 16% Asian - 51% Homeless Youth - 22%</p>	<p>Homeless Youth - 28%</p> <p>Subgroups "At or Above Grade Level" in Mathematics: English Learners - 10% Socioeconomically Disadvantaged - 18% Students with disabilities- 5% African American students - 13% Hispanic - 17% Asian - 51% Homeless Youth - 31%</p>	

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>points. The majority of Student subgroups made improvements in ELA; English Learners increased (+4.3, Yellow indicator), Socioeconomically Disadvantaged (+4.2, Yellow indicator), Students with Disabilities (+14.5, Orange indicator), Hispanic (+9.9, Yellow indicator), and African American (8.7, unable to calculate a change difference between current and prior status).</p>				
<p>Reclassification Rate</p>	<p>According to the CA Data Quest, in the 2018-19 school year, 46.3 % of total enrollment in the District were identified as English Learners, and 8.7% were Redesignated to Fluent English Speakers. In 2019-20, 45.9 % of total District enrollment</p>	<p>According to the CA DataQuest, in the 2020-21 school year, 42.8 % of total enrollment in the District were identified as English Learners, and 3.8% were Redesignated to Fluent English Speakers.</p>	<p>According to the CA DataQuest, in the 2021-2022 school year, 46.2% of total enrollment in the District were identified as English Learners, and 8.9% were reclassified as fluent English speakers.</p>	<p>According to the CA DataQuest, in the 2022-2023 school year, 43% of total enrollment in the District were identified as English Learners, and 11.5% were reclassified as fluent English speakers.</p>	<p>Increase Redesignation Rate from 8.1% in 2019-20 to 8.8% in 2023-24 school year.</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	were classified as English Learners, and 8.1 % were Redesignated as FEP.				
EL Progress on ELPAC	Based on 2019 Dashboard reports, 48% of English Learners are making progress towards English language proficiency. 42.9% progress at least one ELPI level and 34.6% of English Learners maintain an ELPI level of 1, 2L, 2H, 3L, or 3H.	Due to the COVID-19 pandemic, state law suspended the reporting of state indicators on the 2021 Dashboard. However, based on the Ca DataQuest for the 2020-21 school year: 13.07% scored at Level 4, 36.86% at Level 3, 35.69% at Level 2, and 14.38% at Level 1.	MPESD implemented ELPAC testing for 2021-2022 school year. According to the CA Dashboard data, 53.2% of English Learners are making progress towards English Language Proficiency. 49.5% progressed at least one ELPI level and 33.4% of English Learners maintained an ELPI level of 1, 2L, 2H, 3L, or 3H.	MPESD implemented ELPAC testing for 2022-2023 school year. According to the CA Dashboard data, 45.4% of English Learners are making progress towards English Language Proficiency. 35.5% progressed at least one ELPI level and 34% of English Learners maintained an ELPI level of 1, 2L, 2H, 3L, or 3H.	The Goal for 2023 will be to have 50% of English Learners making progress towards English language proficiency. Decrease the percentage of English learners that maintain an ELPI level of 1, 2L, 2H, 3L, or 3H from 34.6% to 32.6%.
Percent of students' access to Electives in Middle School (Access Broad Course of Study)	Electives in Middle School Priority 7- Access to Broad Course of Study. The District will continue to meet standard using the Local Indicator Self-Reflection Tool by	Data for access to electives for middle school students in 2021-2022 school year was 52%. 12.5% for SPED students, 8% for English Learners. Electives access offered:	Data for access to electives for middle school students in 2022-2023 school year was 71%. 14% for SPED students, 7% for English Learners. Electives access offered:	Data for access to electives for middle school students in 2023-2024 school year was 95%. 15% for SPED students, 35% for English Learners. Electives access offered:	Increase the percent of students with access to electives in middle school to 75%.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>offering electives to middle school students.</p>	<p>AVID, Leadership, Art, Movement, Band, and Researched Based Projects.</p> <p>MPESD met standard based on the Self Reflection tool. The district uses "master schedule" to monitor and ensure that the students have access to a broad course of study. Students in elementary and middle school have access and are enrolled in all core subject areas, including designated English Language Development for English Learners. Based on the schools' master schedules, 100% of the students have access to core subject areas including ELD.</p>	<p>AVID, Leadership, Art, Dance, Band and Researched Based Projects, Ethnic Studies, and Advanced High School Math.</p> <p>MPESD met standard based on the Self Reflection tool. The district uses "master schedule" to monitor and ensure that the students have access to a broad course of study. Students in elementary and middle school have access and are enrolled in all core subject areas, including designated English Language Development for English Learners. Based on the schools' master schedules, 100% of the students have access to core subject areas including ELD.</p>	<p>AVID, Leadership, Art, Dance, Band and Ethnic Studies- Researched Based Projects, and Advanced High School Math.</p> <p>MPESD met standard based on the Self Reflection tool. The district uses "master schedule" to monitor and ensure that the students have access to a broad course of study. Students in elementary and middle school have access and are enrolled in all core subject areas, including designated English Language Development for English Learners. Based on the schools' master schedules, 100% of the students have access to core subject areas including ELD.</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.

All actions were implemented as planned.

(Goal 1, Action 1) The action item was fully implemented, August Boeger Middle and Robert Sanders Elementary staff and principals along with the district office leadership attended the AVID Summer Institute in the summer of 2023. There were 3 administrators and 5 teachers. AVID expenditure was \$31,988 total.

(Goal 1, Action 2) Fully implemented, instructional assistants provided support to transitional kindergarten and kindergarten classrooms. We allocated \$417,483 and we are targeted to use all of the fund by the end of this school year. We had 7 instructional assistants who served students from Mount Pleasant, Robert Sanders, Valle Vista, and August Boeger.

(Goal 1, Action 3) We implemented the Reading Partners during the school day at all elementary school sites and are in the process of planning the summer school and tutoring for summer 2024. For the Summer Program, we will offer Math Elevate, CSI, Reading, and Newcomers Class followed by Robotics where over 600 students have been invited to attend. Students participating in our Summer Program will have free access to a 9 hour day, which includes Robotics after lunch until 4pm. Using ELOP funds, the Sunrise Program was offered and implemented during this school year from 7:00 AM - 8:30 AM at all sites. The students were supported with social emotional learning. With ELOP funds, we also offered after school tutoring in reading and math during school. We are projected to use all the funds of \$295,074 from ASES, ESSER, and ELOP. Due to more students being enrolled in ELOP/MPAS, we had to hire more staff. Therefore, there was more spending than estimated.

(Goal 1, Action 4) Fully implemented, to build teacher and administrators efficacy with the professional development. We allocated \$36,500 and we spent \$33,673. The teachers received K-2 Daily 5, 3-5 self-paced Expeditionary Learning Education curriculum training, Crew, De-escalation training, Universal Design for Learning, iReady, K-2 Foundations, and Center for Racial Justice in Education.

(Goal 1, Action 5) Fully implemented. We went over 13% of the budget. The district continued with online software applications such as Nearpod, Canvas, Newsela, Education.com, Learning A-Z, and among others to continue to support Independent Learning, Special Ed Technology called Text Help, short-term independent study, support students with supplemental learning to address the learning loss due to pandemic and use technology in the classroom to increase student engagement and differentiate instruction. ITLC teacher cohort continued in 2023-2024. There was a budget of \$99,964.00 and \$59,720 were spent by mid-year review.

(Goal 1, Action 6) Fully implemented for salary and benefits until end of school year. The 2 psychologists will continue to be paid through 2024-2025 school year to provide services for our most vulnerable student population.

(Goal 1, Action 7) Fully implemented: AVID four periods of elective classes, technology, contributions to AB sports, paid for art teacher, Arts and Music Block Grant, and site distributions.

(Goal 1, Action 8) Fully implemented: Purchase and Implementation of iReady. All school sites fully implemented iReady to support students with English Language Arts and math.

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.

(Goal 1, Action 1) AVID was budgeted \$60,000 but we were complete with the action with \$31,988. Not all staff who signed up to go went to the AVID Conference in the summer.

(Goal 1, Action 3) Extended Learning Support was allocated to be \$255,000 but we went over the budget by \$47,675. More staff members were added to the programs.

(Goal 1, Action 5) Supplemental Instructional Curriculum and supplies- \$99,164 was budgeted, but MPESD is projected to spend \$113,151 due to more softwares being added for students usage.

(Goal 1, Action 6) Psychologists were \$51,733 less than budgeted due to being re-allocated to other resources/sites.

(Goal 1, Action 7) Site allocations were \$343,581 less than budgeted due to Arts, Music, Instructional Materials Block Grant allocated to sites not fully spent.

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

Goal 1: Pupil Outcomes: Increase student success for all student subgroups in English Language Arts/Literacy, Math, and Science by providing high quality instruction that promotes college and career readiness with academic interventions and differentiated instruction to decrease the achievement gap.(State Priorities: 4, 7, and 8)

(Goal 1, Action 1) AVID Implementation

The fully carried out AVID implementation supported the students with best practices that facilitate rigorous and engaging learning.

Effective: According to the CAASPP results, although the overall data is low, subgroups made improvements at or above grade level for the following: In Math, English Learners -10%

Socioeconomically Disadvantaged - 18%, Students with disabilities- 5%, African American students - 13%, Hispanic - 17%, Asian - 51%, Homeless Youth - 31%. Reclassified 11.5% of English Learners. Data for access to electives for middle school students in 2023-2024 school year was increased to 95%.

(Goal 1, Action 2) Intervention Support During the School Day

Effective: The paraprofessionals provided support to the unduplicated students to be successful in mainstream classrooms providing a strong foundation to start in the school system. Reclassified 11.5% of English Learners and the students are still making progress towards English Language Proficiency.

(Goal 1, Action 3) Extended Learning Support Beyond the Regular School Day

Effective: The Extended Learning Program provided both social emotional learning with Sunrise Club before school to have the students engaged for learning and the after school academic support were provided at all school sites and the unduplicated students had priority of registering first for the program.

According to the CAASPP results, although the overall data is low, subgroups made improvements at or above grade level for the following: In Math, English Learners -10%

Socioeconomically Disadvantaged - 18%, Students with disabilities- 5%, African American students - 13%, Hispanic - 17%, Asian - 51%, Homeless Youth - 31%. Reclassified 11.5% of English Learners.

(Goal 1, Action 4) Building teacher and administrative efficacy

Effective: Provided professional learning to the teachers and staff around iReady, de-escalation, Universal Design for Learning, and Inclusion training

(Goal 1, Action 5) Supplemental Instructional and Curriculum and Supplies

Effective: According to the CAASPP results, although the overall data is low, subgroups made improvements at or above grade level for the following: In Math, English Learners -10%

Socioeconomically Disadvantaged - 18%, Students with disabilities- 5%, African American students - 13%, Hispanic - 17%, Asian - 51%, Homeless Youth - 31%. Reclassified 11.5% of English Learners.

Ineffective: Teacher implementation of the curriculum may vary.

(Goal 1, Action 6) Additional Staff to Monitor Progress and Services for our most vulnerable student populations

Effective: The psychologist was able to conduct annual reviews, monitor the progress of targeted students, and make recommendations of English Learners, Foster Youth, and Low Income students who are struggling to receive appropriate placements and provide the proper resources and services to address their physical, emotional, and academic needs promptly.

(Goal 1, Action 7) Prepare Students for College and Career Readiness

Effective: Use of technology in the classroom to increase student engagement and differentiate instruction with technology staff to monitor and disseminate the use of learning platforms and applications, making sure that all platforms used are compliant. This provided the upkeep of technology in good working order. This action item further supported with student enrichment, engagement, and college and career readiness by providing music, art, dance as elective for the students.

(Goal 1, Action 8) Purchase and Implementation of iReady

Effective: The use of iReady during school and after school supported the small group instruction support for all students and provided personalized pathway for lessons to accelerate learning as all school sites showed growth in their iReady diagnostic assessments. iReady is a great resource as it provides immediate access to all grade levels of our iReady instructional resources (grades K–8 in Reading/Math and grades 2–5 in Writing). It is organized by standard so teachers can easily focus on skills that students may not have mastered. Also, the iReady illustrates specific focus areas, as well as strategies for both full classroom and small group instruction. It's a great solution for differentiating instruction.

According to the CA DataQuest, in the 2022-2023 school year, 43% of total enrollment in the District were identified as English Learners, and 11.5% were reclassified as fluent English speakers.

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.

Goal 1: Pupil Outcomes: Increase student success for all student subgroups in English Language Arts/Literacy, Math, and Science by providing high quality instruction that promotes college and career readiness with academic interventions and differentiated instruction to decrease the achievement gap.(State Priorities: 4, 7, and 8)

(Goal 1, Action 1) AVID Implementation

In the past, the teachers took turns attending the AVID Summer Institute and attendance was optional.

Reason for enhancement: not all teachers at Robert Sanders and August Boeger Middle School attended AVID Summer Institute for professional learning to build teacher efficacy

Proposed enhancement: mandatory attendance for all teachers to learn AVID modules at August District Professional Development
By making these changes, the district aims to build teacher efficacy and increase student success for all students subgroups by accelerating language acquisition and developing literacy.

(Goal 1, Action 7) Prepare Students for College and Career Readiness

In the past, the district had library techs.

Proposed enhancement: MPESD has hired a librarian to support the students access the well-resourced school libraries.

By making this change, the district aims to have students perform better academically and score higher on the standardized assessments.

According to California Department of Education (CDE), having strong library program support with student engagement and academic achievement regardless of the school community's parent education and poverty levels, ethnicity, and percentage of English language learners. This is related to higher academic achievement. CDE states that a strong school library program includes having a full time librarian. The librarian will offer program of curriculum-integrated information literacy instruction, informally instruct the students in the use of resources, provide teachers with information about new resources, and provide reference assistance to students and teachers. This expenditure is not from 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
2	Provide resources to ensure that students are instructed by certificated, qualified teachers, ensure that students have access to standards-based adopted curriculum, and students have clean and safe physical learning environments to learn. (State Priorities: 1, 2, and 3)

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
LEA Appropriately Assigned and Fully Credentialed Teachers and Access to the Standards-Aligned Instructional Materials	In the 2021 School year, the district received two Williams complaints for lack of instructional materials. Both complaints were investigated and resolved with no findings of being out of compliance with the Williams requirements.	Met, no teacher vacancies or "misassignment" for the 2021-22 school year.	Zero "misassignments" and "vacant teacher" positions for 2022-2023 school year. There were no William complaints for lack of instructional materials in 2022.	One "misassignments" and zero "vacant teacher" positions for 2023-2024 school year. There was one William complaint that was found to be without grounds. The district has sufficient materials under Williams and is in compliance.	Continue to have zero "misassignments" and "vacant teacher" positions and continue to have zero complaints for lack of instructional materials.
Data on Teacher retention	One of the greatest needs is the recruitment and retention of high-quality teachers to serve the needs of our students. High-quality instruction, coupled	Met, 4.28% or 3 teachers resigned to work in another district in the County, compared to 9.1% in the 2019-20 school year.	Met, 2% or 2 teachers resigned to work in another district in 2022-2023. Mount Pleasant Elementary has an average of 98	Zero teacher has resigned for 2023-2024 school year. Mount Pleasant Elementary has an average of 94 certificated employees and has hired 10	Decrease the percentage of teachers who resign from our district to work in another district by two percentage points.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>with teachers that respect our students, value their assets and culture, believe in them, and have high expectations for our student population, is essential for student success. Mount Pleasant Elementary has an average of 102 certificated employees. Over the last five years, the district hired 106 teachers and 43 (40%) of them left our district. Based on exit interviews, the majority of teachers who decided to leave our schools were due to the high cost of living in the Bay Area and their need for higher compensation. Teachers leave our district to go teach in other districts that provide higher salaries and/or benefits. Teachers are also relocating to other, more affordable places in California or</p>		<p>certificated employees. In the last 5 years, the district has hired 62 teachers and 60 teachers resigned not including non reelects.</p>	<p>teachers during the 2023-2024.</p>	

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>out of the state. Although the district is unable to compete with other districts in Santa Clara County, the district continues to use supplemental and concentration funds in an ongoing effort of recruiting and retaining high-quality teachers. In the 2019-20 School year, 10 (9.1%) of teachers resigned to go to another district.</p>				
Facilities in Good Repair	<p>Data collected from the WestEd Climate Surveys a high percentage of respondents feel school sites have “clean and well-maintained facilities,” (86% parents, 91% Staff, students 46%)</p> <p>All schools and classrooms, 100%, used by students received COVID materials and safety barriers and were repurposed for</p>	<p>For the 2021-22 school year, students, staff, and parents rated school facilities in good repair and clean and well-maintained facilities: Students 34%, Staff 91% Parents 95%</p> <p>Met, 100% of classrooms and school buildings received safety equipment.</p>	<p>For the 2022-2023 school year, students, staff, and parents rated school facilities in good repair and clean and well-maintained facilities: Students 31%, Staff 91% Parents 79%</p> <p>100% of classrooms and school buildings received safety equipment.</p>	<p>For the 2023-2024 school year, students, staff, and parents rated school facilities in good repair and clean and well-maintained facilities: Students 76% Staff 69% Parents - not enough data collected</p> <p>100% of classroom and school buildings received safety equipment.</p>	<p>Increase or maintain the percentage of staff, students, and parents that report that "school buildings are clean and in good condition" on the WestEd California Healthy Kids Survey.</p> <p>Continue to provide 100% of classrooms and school buildings with safety equipment, cleaning supplies, and barriers in accordance with current Guidance.</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	instruction. Parents and staff were informed of safety protocols and screening measures.				
Implementation levels for the professional development, English Language Arts, Mathematics, ELD, History, and Science in the Local Indicator Self-Reflection Tool from CA Dashboard	For the 2020-21 school year, using the Self-Reflection Tool, the District met standard.	Met standard: For the 2020-21 school year, using the Self-Reflection Tool from CA Dashboard, the District met standard. Under Professional development, the following had rating of 5 Full Implementation And Sustainability: English Language Arts – Common Core State Standards for English Language Arts Mathematics – Common Core State Standards for Mathematics English Language Development (Aligned to English Language Arts Standards) had a rating of 4, full implementation History - Social Science and Next	Met standard: For the 2021-22 school year, using the Self-Reflection Tool from CA Dashboard, the District met standard. Under Professional development, the following had rating of 5 Full Implementation And Sustainability: English Language Arts – Common Core State Standards for English Language Arts Mathematics – Common Core State Standards for Mathematics English Language Development (Aligned to English Language Arts Standards) had a rating of 4, full implementation History - Social Science and Next	Met standard: For the 2022-23 school year, using the Self-Reflection Tool from CA Dashboard, the District met standard. Under Professional development, the following had rating of 5 Full Implementation And Sustainability: English Language Arts – Common Core State Standards for English Language Arts Mathematics – Common Core State Standards for Mathematics English Language Development (Aligned to English Language Arts Standards) had a rating of 4, full implementation History - Social Science and Next	Meet Full Implementation And Sustainability level and/or level 5 of implementation for professional development, English Language Arts Mathematics, ELD, History, and Science in the Local Indicator Self-Reflection Tool from CA Dashboard

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		Generation Science Standards had 3, initial implementation.	Generation Science Standards had 3, initial implementation.	Generation Science Standards had 3, initial implementation.	

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.

(Goal 2, Action 3) Internet access and technology - MPESD students have one to one technology access and hot spots. Due to time constraints, ESSER funds had to be used first for this action item. Therefore, no LCAP funds were used.
 (Goal 2, Action 4) Safe School Facilities - Due to time constraints, ESSER funds had to be used first for this action item. Therefore, no LCAP funds were used.
 (Goal 2, Action 5) Access to Standard Based Curriculum - used lottery funds as part of this action item. Therefore, not all allocated funds were used for this action item.

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

(Goal 2, Action 1) Maintain & recruit qualified and experience teachers - allocated \$1,745,184.00, but MPESD is projected to spend \$1,973,402 to cover teacher salary and benefit increases.
 (Goal 2, Action 2) Support teachers new to the teaching profession-MPESD budgeted \$27,052 more than expected in Title II for the induction program.
 (Goal 2, Action 3) Elementary and Secondary School Emergency Relief Fund (ESSER) is being used first as there is a time window. Although \$20,000 have been allocated, so far ESSER funds have covered the cost.
 (Goal 2, Action 4) ESSER funds were used first as there is a time window. Out of the \$60,000, \$17,731 has been used.
 (Goal 2, Action 5) MPESD allocated \$299,813 and has spent \$135,212. The supplemental curriculum purchased was less than what was allocated.

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

Goal 2: Provide resources to ensure that students are instructed by certificated, qualified teachers, ensure that students have access to standards-based adopted curriculum, and students have clean and safe physical learning environments to learn. (State Priorities: 1, 2, and 3)

(Goal 2, Action 1) Maintain and recruit qualified and experienced teachers

Effective: District only had one "misassignments" and zero "vacant teacher", the district had zero teacher who resigned by the third year, facilities are in good repair and 100% of schools have safety equipments

(Goal 2, Action 2) Support teachers new to the teaching profession

Effective: Zero teacher has resigned by third year

(Goal 2, Action 3) Internet Access and Technology Devices

Effective: Continue to support the internet and technology devices to students of English Learners, Foster Youth, Homeless, and low income with access

Met Standard on CA Dashboard local indicator

(Goal 2, Action 4) Safe School Facilities

Effective: continue to provide materials and equipment for clean ventilation and emergency preparedness

Facilities are in good repair and 100% of schools have safety equipments

(Goal 2, Action 5) Access to Standard Based Curriculum

Effective: Met standard on CA Dashboard for Self Reflection Tool

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.

Goal 2: Provide resources to ensure that students are instructed by certificated, qualified teachers, ensure that students have access to standards-based adopted curriculum, and students have clean and safe physical learning environments to learn. (State Priorities: 1, 2, and 3)

(Goal 2, Action 2) Support Teachers

In previous years, we had two intensive reading intervention teachers who supported K-3 graders at three elementary school sites.

Reason for Enhancement: MPESD will add an additional reading intervention teacher (1 FTE) to total 3 FTE across the district. We saw the need for more reading intervention support during the school day to accelerate learning in order for more students to ready by end of third grade. This expenditure is not from LCAP.

By making this change, the district aims to accelerate learning and close the reading achievement gap.

(Goal 2, Action 5) Access to Standard Based Curriculum

In previous years, K-2 teachers used Benchmark dORR Phonics program.

Reason for Enhancement: To better address the needs of the K-2 students to be learning to read by grade 3, the district has purchased K-2 Wilson Phonics supplemental Curriculum for K-2 teachers to implement with fidelity.

By making these changes, the district aims to have more students reading proficiently by end of grade 3.

(Goal 2, Action 5) Access to Standard Based Curriculum

In previous years, cursive writing was part of the standard that was addressed with the current adopted English Language Arts Curriculum, EL Education.

Reason for enhancement: The district will provide Cursive Writing supplemental curriculum to teach grades 3-6 cursive writing.

By making this change, the district aims to support the students with reading by 3rd grade and reading to learn beyond 3rd grade and improve in all academic subjects.

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	Create a safe and supportive learning environment at all school sites where students attend and are connected to their schools. (State Priorities: 3, 5, and 6)

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
CA Dashboard - Suspension Data	Suspensions: According to the 2019 CA Dashboard information, the overall performance level for suspension rates for the District is Orange, the suspension rate increased by 1.8% from the previous year, rising from 3.9% to 5.7%. August Boeger Middle School had a significant increase (+6.4%) of suspensions, increasing from 7.5% to 13.9%), resulting in increases in suspension rates for all numerically significant subgroups: English learners (+1.2%, Orange),	CA Dashboard not available for 2020-21 Academic School Year.	According to 2022 CA Dashboard, district suspension rate for all students was at 2.6% at medium status. The African American students at 3.2%, English Learners at 3.1%, Two or more races at 5.7%, and students with disabilities at 3.8% were at high status. The hispanic and socio-economically disadvantaged students were at medium status and Asians were at low status. The homeless and white students were at low status. Due to pandemic we only have status	According to 2023 CA Dashboard, district suspension rate for all students was at 3.5% with Orange Performance color. The following subgroups were at Red performance color: African American students at 13.3% and white students at 7%. The following subgroups were at Orange performance color: English Learners at 4.3%, Hispanic students at 3.7%, Homeless students at 5.6%, Socioeconomically Disadvantaged students at 4.1%, and Students with	Move from Orange to Yellow, with no subgroups in "Red"

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>Socioeconomically Disadvantaged (+2.1%, Red), Students with Disabilities (+4.0%, Red), and Hispanic (+2.2%, Red). Based on local data from the 2019 school year at August Boeger, there were 33 suspensions, 26 students were suspended, 7 of which had more than one suspension, with a suspension rate of 5.9%. The difference in State and local rates is due to a data entry error where suspension incidents were not entered correctly. Local data indicates a decrease in suspension rates for all elementary school sites. The rate of suspensions in the State is 3.4%.</p>		<p>levels and no performance colors.</p>	<p>Disabilities at 4.5%. Two or more races were at Yellow performance color at 3.6% while Asian students were at Green performance color at 0.9%.</p>	
CA Dashboard - Attendance Data	<p>Attendance: Chronic absenteeism is defined as absent 10% or more during the student’s period of</p>	<p>CA Dashboard not available for the 2020-21 Academic School year.</p>	<p>According to 2022 CA Dashboard, the chronic absenteeism for the state is at 30% and MPESD is at</p>	<p>According to the 2023 CA Dashboard, the chronic absenteeism for the MPESD was at 30.9% as a district</p>	<p>Decrease or maintain Chronic absenteeism at 4%, state is at 30% for chronic absenteeism.</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>enrollment. Data from the 2019 CA Dashboard is not available due to a reporting error. Local data indicates 4% of students have been absent 18 or more days, 10% of the school year. This number is lower than data collected by the State as it does not account for students who enrolled late or exited prior to the end of the school year. Subgroups with significantly higher rates of chronic absenteeism, using 2018 Dashboard data include Foster youth (35.3%), Homeless (27.8), African Americans (21.6%), and Students with Disabilities (10.6%). The rate for chronic absenteeism in the State is 10.1%</p>		<p>24.1% as a district, which is very high status level. English Learners at 22.5%, Hispanic at 27%, Homeless at 33.3%, Two or more races at 41.3%, Socio-economically disadvantaged at 26.5%, and students with disabilities at 33.5% are very high status level. No status available for African American and foster youth. Asians and white students are high status.</p>	<p>with Red performance color. The following subgroups were at red performance color: Asian at 21%, English Learners at 27.4%, Hispanic at 33.5%, Socioeconomically disadvantaged at 32.2%, Students with Disabilities at 38%, and White students at 25.6%. No performance color available for African American and foster youth. Two subgroups were at Orange performance color: Homeless students at 25.6% and Two or More Races at 40.7%.</p>	<p>Another desired outcome is to decrease Chronic Absenteeism for the following student subgroups: 2018 Dashboard data include Foster youth (decrease from 35.3% in 2018 to 25.3%; Homeless (decrease from 27.8% in 2018 to 17.8%); African American (decrease from 21.6% in 2018 to 11.6%), and Students with Disabilities (decrease from 10.6% to 7.6%).</p>
CA Healthy Kids Survey	Wested Climate surveys administered to students (CHKS),	The percentage of fifth grade students reporting high levels	The percentage of seventh grade student ratings for meaningful	West Ed Climate CA Healthy Kids Survey (CHKS) Data:	Increase the percentage of students indicating

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>parents and staff, include providing opportunities for meaningful participation for students; parents 93% and students 45% 5th grade, 20% 7th grade. Student mental health was identified as a significant concern for parents (54%), staff (15% Elementary & 50% Middle school). There were significant increases in the percentage of students experiencing chronic sadness/hopelessness (38%) or that have considered suicide in the last 12 months (18%). While parents feel that the school offers quality counseling supports (70%), staff (65%) indicated they need more professional development to meet students' social-emotional needs. While Bullying or harassment among</p>	<p>of meaningful engagement was 43% for 2022. While the percentage did not change significantly for fifth grade, the middle school results increased 9%, from 20% in 2021 to 29% in 2022, 1% below goal.</p> <p>The percentage of 7th grade students reporting that they feel “chronic sadness or hopelessness” decreased 3%, from 38% to 35%. Decreases were also seen in 6h grade results, 31% to 28% in and 8th grade 46% and 34% in 2022.</p> <p>The percentage of students identifying an anti-bullying climate decreased for middle school from 56% to 39% and remained the same in 5th grade 73% in 2019 to 72% in 2022.</p>	<p>participation is at 30% compared to 29% in 2022 for 7th graders. For fifth grade, it remains the same at 43%.</p> <p>A significant reduction in the percentage of students reported experiencing chronic sadness 21% in 2023 compared to 35% in 2022.</p> <p>Relatively the same percentage of students reported that the school promotes an anti bullying climate 38% compared to 39%, while 35% of students indicated that they had experienced some form of harassment or bullying in 2023.</p> <p>No data was collected for 5th graders in 2022-2023.</p> <p>Parents responding to the survey reported</p>	<p>The percentage of seventh grade students rating for meaningful participation in 2024 is at 23% compared to the 30% in 2023 for 7th graders. For 5th graders, it is at 44% for 2024 compared to 43% from 2022.</p> <p>The percentage of students who reported experiencing chronic sadness is 33% in 2024 compared to the 21% from 2023.</p> <p>Percentage of students who reported that the school promotes an anti-bullying climate for 2024 is 42% compared to 38% from 2023.</p> <p>For 2023-2024 school year, MPESD parents survey reported the following:</p>	<p>they have opportunities for meaningful engagement from 45% to 50% fifth grade and 30% middle school.</p> <p>Decrease the percentage of students indicating that they feel "chronic sadness/hopelessness" from 38% to 33% or less.</p> <p>Increase the percentage of students reporting an anti-bullying school climate, from 52% to 57% or more.</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>students has significantly declined during distance learning, students report an increase in cyberbullying(16%). Bullying has been identified as an area for improvement; especially as students return in-person. Last year, 2019, only half (52%) of 7th graders reported an anti-bullying school climate. Parents (29%) and middle school staff (70%) indicate bullying is a "moderate to severe" problem for students.</p>		<p>that 85% feel welcome at the school, and 86% feel that the school encourages parents to be active partners with the school. Over 90% of parents believe that the school promotes academic success for all students. Parents responding indicated that the school keeps parents well informed, 86% and that the school promptly responds to phone calls 86%. Parent involvement included 93% attending a parent-teacher conference, 75% attended a general meeting and 58% attended a school event.</p>	<p>93% feel welcome at the school, 95% feel that the school encourages parents to be active partners with the school. Over 94% of parents believe that the school promotes academic success for all students. Parents responding indicated that the school keeps parents well informed, 90% and that the school promotes responds to phone calls at 85%. Parent involvement included 95% attending a parent-teacher conference 89% attending a general meeting and and 81% attended a school event.</p>	
Expulsions Rate	The District has expelled 0 students, 0%, over the last two school years.	The district maintained a 0% expulsion rate for 2020-2022.	The district has expelled 3 students this year which is 0.17% rate for 2022-2023.	The district expelled 0 student for 2023-2024 school year.	Maintain rate of 0% expulsions.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Attendance Rate	The District's average daily attendance is 96.5%.	The daily attendance rate for 2020-21 school year was 93.18%.	The District's average daily attendance is 92%.	The District's average daily attendance is 96%	Increase or maintain the average daily attendance rate, the goal is to have 97% or better.
Pupil Engagement: Middle School Dropout Rate	The MPESD's Middle School Dropout Rate is 0%	The MPESD's Middle School dropout rate for the 2020-21 is 0%.	The MPESD's Middle School Dropout rate is 0%	The MPESD's Middle School Dropout rate is 9%	Continue to maintain the Middle School Dropout rate at 0%

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.

(Goal 3, Action 1) was fully implemented. Part of the two family case managers and one new counselor salary were covered, FCM extended duty, part of directors salaries were covered. The transportation was paid out of ARP funds, and Reilly Behavioral to support vulnerable students was paid out of SPED resource. Two case managers were paid both out of LCAP and SLS. This action item went over 5% over the allocation due to annual salary and benefits increase.

(Goal 3, Action 2) was fully implemented. We have a full time Student Advisor who is shared between August Beoger Middle School and Ida Jew Valle Vista sites. The EL Education, CREW Program staff development took place in August, Go Guardian and library books/services for each school sites were fully carried out. This action item went over 50% of allocation due to increased amount in the library books ordered and EL Education Curriculum implementation effort.

(Goal 3, Action 3) was fully implemented. The 5th, 7th, parents, and staff took the CA Healthy Kids Survey (CHKS).

(Goal 3, Action 4) was fully implemented. Four Parent Academic Fairs took place this year and other parent workshops were provided in-person and virtually. The case managers also partnered with agencies and contractors. The intervention teachers also provided literacy classes for parents. We spent 34% more for this action item due to SLS parent engagement activities.

(Goal 3, Action 5) was fully implemented; the bilingual data technician provided ongoing one-on-one technology support to families and translations were provided in all district communications and parent workshops and meetings. We spent 8% over the allocation due to more translations done for the Vietnamese families.

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.

(Goal 3, Action 1) All the action items were fully implemented. MPESD expenditure for this action item went over by \$21,050 due to salary and benefits increase for staff.

(Goal 3, Action 2) All the action items were fully implemented. It was budgeted for \$125,628 and the final expenditure was \$188,869, having the difference of \$63,241. This action item went over due to adding the library books and SCCOE librarian on record to this action item.

(Goal 3, Action 3) All the action items were fully implemented. The Mindful Life project was paid out of ESSER in the the amount of \$43,646. There is no material difference to report.

(Goal 3, Action 4) All the action items were fully implemented. It was budgeted for \$7,000 and the final spending was \$9,361, having the difference of \$2,000 from the original budget. The parents benefitted from having more parent trainings at site and district wide.

(Goal 3, Action 5) All the action items were fully implemented. Parents benefitted from having more in-person as well as virtual translation services provided for access, collaboration, and participation. It was originally budgeted for \$262,848 and the final expenditure was \$282,691, having the difference of \$19,843.

(Goal 3, Action 6) All the action items were fully implemented. IT support was provided to the parents. There is no material difference to report.

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

Goal 3: Create a safe and supportive learning environment at all school sites where students attend and are connected to their schools. (State Priorities: 3, 5, and 6)

(Goal 3, Action 1) Provide Support to Families of Most Vulnerable Student Subgroups
Effectiveness: Family Case Mangers continuously work with targeted students and families to provide individual support and resources based on needs. Director support of continuing to coordinate wrap-around services with partnering agencies and with monitoring progress of our targeted high-risk students. Counselors provided individual and small group counseling to meet the social-emotional needs of our most vulnerable populations (English Learners, Homeless, Foster Youth, and Low Income)
Although the attendance data is low for the district, the homeless students' attendance improved to 25.6% form 33.3%, an improvement of 7.7%.

(Goal 3, Action 2) Improve Student Engagement and Attendance
Effectiveness: Student Advisor provided PBIS and Restorative Justice to address student discipline, student reflections, and goal setting at the middles schools to help reduce suspensions and out of class discipline.
Although the attendance data is low for the district, the homeless students' attendance improved to 25.6% form 33.3%, an improvement of 7.7%
CA Dashboard Suspension data shows that Hispanic students were at 3.7%, two or more races were at Yellow performance color, and Asians at the green performance color.
MPESD middle school dropout rate is 0%.

(Goal 3, Action 3) Improve School Climate
Effectiveness: MPESD middle school dropout rate is 0%.

(Goal 3, Action 4) Parent Engagement

Effectiveness: According to CA Healthy Kids survey, the 93% of parents surveyed felt welcome at the school, 95% felt that the school encouraged parents to be active partners with the school. Over 94% of parents believe that the school promotes academic success for all students. 90% of parents indicated that the school keeps parents well informed, and 95% of parents attended parent-teacher conference.

(Goal 3, Action 5, 6) Parent Engagement

Effectiveness: According to CA Healthy Kids survey, the 93% of parents surveyed felt welcome at the school, 95% felt that the school encouraged parents to be active partners with the school. Over 94% of parents believe that the school promotes academic success for all students. 90% of parents indicated that the school keeps parents well informed, and 95% of parents attended parent-teacher conference.

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.

Goal 3: Create a safe and supportive learning environment at all school sites where students attend and are connected to their schools. (State Priorities: 3, 5, and 6)

(Goal 3, Action 5) Parent Engagement

In previous years, the teachers way of communicating with their parents varied. Some used ClassDojo, and others used phones and emails. Proposed enhancement: MPESD saw the need of uniform communication platform across districtwide and will be fully implementing ParentSquare for 2024-2025 school year.

By making this change, we hope to provide a uniform line of communication where the teachers do not need to use their own devices to communicate with their families.

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



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
Mt. Pleasant Elementary School District (MPESD)	Dina Chung Director of Curriculum, Instruction, and Assessment	dchung@mpesd.org 408-223-3783

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.

Mount Pleasant Elementary School District (MPESD) is a five-school district serving a diverse student population from preschool to 8th grade. We have a rich history of educating our students in the area for over 100 years. We believe that our students and families are at the heart of our district and collectively believe in providing educational equity for all students to access their full academic and social potential. Each of our schools provide a comprehensive educational program. August Boeger Middle School serves grades 6-8 and intentionally focuses on implementing AVID (Advancement Via Individual Determination) School-wide. Ida Jew Academy, District Sponsored Charter School, serves TK - 8 and offers Two-Way Dual Language Immersion and STEAM Program. The IJA STEAM Academy (TK - 8) shares a campus with Valle Vista Elementary School that houses grades TK-5 and offers VAPA Academy where the arts integrated across the curriculum. Mount Pleasant Elementary shares a campus with IJA Two-Way Dual Language Immersion (Spanish) and also focuses on STEAM. Our third elementary school is Robert Sanders Elementary and it also implements AVID school wide. Besides providing choice to parents and students by having different school options with unique program emphasis, the District also offers additional services such as preschool services and extended learning via ELOP (Extended Learning Opportunity Program) combined with the District's After School Program (MPAS) and partnerships with outside agencies. The MPESD also provides enrichment opportunities before school, after school and during the summer, such as SEL (Social Emotional Learning), theater, Reading and Math tutoring, Robotics and sports programs. In addition, our students have the opportunity to obtain Seal of Biliteracy Attainment recognition for 5th and 8th graders for our multilingual learners, arts and music programs in every school, and middle school competitive sports.

The District continues to experience a decline in student enrollment. In the 2020-21 school year, the district enrollment was 1,926. In 2021-2022 school year, the enrollment dropped to 1,708, a decrease of over 11%. During the 2021-22 school year, the District formed a Consolidation and a 7-11 Committee to address the fiscal challenges due to declining enrollment.

For the 2022-23 school year, the following changes took place:

Valle Vista Elementary is housed at the same location as Ida Jew Academy/STEAM (1966 Flint Ave.)

The two instructional programs that compose the Ida Jew Academy has been separated. The STEAM program and the 6-8 ALAS Dual Immersion Program has remained at their current location, and grades TK-5 ALAS dual immersion program has moved to Mt. Pleasant Elementary (14275 Candler Ave.).

The enrollment for 2022-2023 was at 1,674, a decrease of 2% from last school year and for 2023-2024, the enrollment is at 1554. The district continues to experience declining enrollment every year.

For the upcoming school year, 2024-2025, MPESD is excited to share that the Community School Implementation Grant Cohort 3 for August Boeger Middle School and Mount Pleasant Elementary were approved! This will bring in approximately 2.6 million over five years to support community school implementation. Over 900 grant applications were received and only 298 were approved. August Boeger currently houses a Wellness Center.

MPESD proudly serves the following ethnic diversity of students:

American Indian or Alaska Native, 0.2%

Asian, 13%

Black or African-American, 2%

Hispanic/Latino, 77%

Native Hawaiian or Other Pacific Islander, 1%

White, 2%

Two or More Races, 3%

Other student population, 1%

Eligible for free or reduced price meals, 70%

English Learners, 40%

Students with one or more disabilities, 14%

Foster Youth, 0.6%

Migratory Students, 1%

Students experiencing Homelessness, 9%

Reflections: Annual Performance

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

Senate Bill 114 (Committee on Budget and Fiscal Review), Chapter 48, Statutes of 2023 amended CA Education Code to require revisions of the LCAP template and instructions. Significant changes to this section include the requirement to identify and address key performance outcomes as they relate to District's 2023 CA School Dashboard results. These performance outcomes include: 1) Any school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard. 2) Any student group within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard. 3) Any student group in a school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard.

The 2023 CA School Dashboard results associated with these performance outcomes are provided below. This is followed by a reflection on the results and information regarding how the district is planning to address the identified needs of our students and schools throughout the three-year LCAP Cycle.

1) Schools within the district that received the lowest performance level on one or more state indicators on the 2023 Dashboard:

Academic Indicator - ELA (Red - "Very Low")

Goal 1 action items 1.1, 1.2, 1.3, 1.4, 1.5, 2.2 and 2.5 will address these red indicators.

- Mount Pleasant Elementary (76.4 points below standard, Declined 16.8, Number of students 104)

Academic Indicator - Math (Red - "Very Low")

Goal 1 action items 1.1, 1.2, 1.3, 1.4, and 1.5 and Goal 2 action items 2.2 will address these red indicators.

- August Boeger Middle School (106.7 points below standard, Increased 1.5 points, Number of students = 393)

English Learner Progress Indicator (Red - "Very Low")

Goal 1 action items 1.1, 1.2, 1.3, 1.4, 1.5 and Goal 2 action items 2.2 and 2.5 will address these red indicators.

- August Boeger Middle School (38.6% Making Progress, declined 33.8%, Number of students = 145)

Chronic Absenteeism Indicator (Red - "High" or "Very High")

Goal 3 action items 3.1, 3.2, 3.3, 3.4, 3.5, and 3.6 will address these red indicators.

- Valle Vista Elementary (42.4 % chronically absent, Increased 8.4%, Number of students = 217)
- Mount Pleasant Elementary (34.1% chronically absent, Increased 1.2%, N = 252)
- August Boeger Middle School (25.2% chronically absent, Increased 10.7%, N = 437)
- Robert Sanders Elementary (28% chronically absent, Increased 6.8%, N = 379)

2) Student groups within District that received the lowest performance level on one or more state indicators on the 2023 Dashboard:

Academic Indicator - ELA (Red - "Very Low")

Goal 1 action items 1.1, 1.2, 1.3, 1.4, and 1.5 and Goal 2 action items 2.2 and 2.5 will address these red indicators.

- English Learners (73.8 points below standard, Decreased 13.5 points, Number of students = 403)
- Students with Disabilities (123.5 points below standard, Increased 0.4 points, n= 152)

Academic Indicator - Math (Red - "Very Low")

Goal 1 action items 1.1, 1.2, 1.3, 1.4, and 1.5 and Goal 2 action items 2.2 will address these red indicators.

- English Learners (105.3 points below standard, Decreased -8.2 points, n= 402)
- Socioeconomically Disadvantaged (99.1 points below standard, Decreased -1.2 points, n= 614)
- Students with Disabilities (150.2 points below standard, Increased 2.3 points, n= 150)
- Hispanic (105 points below standard, Decreased -1.1 points, n= 593)

Chronic Absenteeism Indicator (Red - "High" or "Very High")

Goal 3 action items 3.1, 3.2, 3.3, 3.4, 3.5, and 3.6 will address these red indicators.

- English Learner (27.4% chronically absent, Increased 4.9%, n= 587)
- Socioeconomically Disadvantaged (32.2% chronically absent, Increased 5.8%, n= 987)
- Students with Disabilities (38% chronically absent, Increased 4.5%, n= 242)
- Asian (21% chronically absent, Increased 10.9%, n= 219)
- Hispanic (33.5% chronically absent, Increased 6.5%, n= 941)
- White (25.6% chronically absent, Increased 6.5%, n= 43)

Suspension Rate Indicator (Red - "High" or "Very High")

- African American (13.3% suspended at least one day, Increased 10.1%, n= 30)
- White (7% suspended at least one day, Increased 7%, n= 43)

3) Student groups within a school within the District that received the lowest performance level on one or more state indicators on the 2023

Dashboard.

Valle Vista Elementary

Chronic Absenteeism Indicator (Red - "High" or "Very High")

Goal 3 action items 3.1, 3.2, 3.3, 3.4, 3.5, and 3.6 will address these red indicators.

- Hispanic (50.9 % chronically absent, Increased 4.8%, n= 110)
- English Learner (36.9 % chronically absent, Increased 1.2%, n= 84)
- Socioeconomically Disadvantaged (43.9 % chronically absent, Increased 3.0%, n= 148)
- Asian (28.6 % chronically absent, Increased 18%, n= 70)

Academic Indicator - ELA (Red - "Very Low")

Goal 1 action items 1.1, 1.2, 1.3, 1.4, and 1.5 and Goal 2 action items 2.2 and 2.5 will address these red indicators.

- English Learners (72.1 points below standard in ELA, Decreased 37.7 points, n=43)
- Hispanic (72.2 points below standard, Decreased 5.8 points, n= 59)

Mount Pleasant Elementary

Chronic Absenteeism Indicator (Red - "High" or "Very High")

Goal 3 action items 3.1, 3.2, 3.3, 3.4, 3.5, and 3.6 will address these red indicators.

- Socioeconomically Disadvantaged (35.4% chronically absent, Increased 1.3%, n= 178)
- Students with Disabilities (35.8 % chronically absent, Increased 7.3%, n= 53)

Academic Indicator - ELA (Red - "Very Low")

Goal 1 action items 1.1, 1.2, 1.3, 1.4, and 1.5 and Goal 2 action items 2.2 and 2.5 will address these red indicators.

- English Learner (93.8 points below standard, Decreased 25 points, n= 61)
- Socioeconomically Disadvantaged (83.5 points below standard, Decreased 19.3 points, n= 78)
- Hispanic (88.5 points below standard, Decreased 22.1 points, n= 89)

August Boeger Middle School

Chronic Absenteeism Indicator (Red - "High" or "Very High")

Goal 3 action items 3.1, 3.2, 3.3, 3.4, 3.5, and 3.6 will address these red indicators.

- English Learner (23.9% chronically absent, Increased 11.2%, n= 184)
- Socioeconomically Disadvantaged (28% chronically absent, Increased 11%, n= 347)
- Students with Disabilities (35.1% chronically absent, Increased 14%, n= 74)
- Hispanic (28.8 points below standard, Increased 13.2 points, n= 316)

Academic Indicator - ELA (Red - "Very Low")

Goal 1 action items 1.1, 1.2, 1.3, 1.4, and 1.5 and Goal 2 action items 2.2 and 2.5 will address these red indicators.

- English Learner (71.9 points below standard, Decreased 14 points, n= 199)
- Students with Disabilities (125 points below standard, Increased 2.3 points, n= 68)

Academic Indicator - Math (Red - "Very Low")

Goal 1 action items 1.1, 1.2, 1.3, 1.4, and 1.5 and Goal 2 action items 2.2 will address these red indicators.

- English Learner (132 points below standard, Decreased 0.5 points, n= 198)
- Socioeconomically Disadvantaged (119.8 points below standard, Increased 1.7 points, n= 308)
- Hispanic (125.7 points below standard, Increased 1.8 points, n= 287)

Robert Sanders Elementary

Chronic Absenteeism Indicator (Red - "High" or "Very High")

Goal 3 action items 3.1, 3.2, 3.3, 3.4, 3.5, and 3.6 will address these red indicators.

- English Learner (25.3% chronically absent, Increased 5.4%, n= 194)
- Socioeconomically Disadvantaged (29% chronically absent, Increased 4.9%, n= 303)
- Students with Disabilities (38.4% chronically absent, Increased 7.1%, n= 73)
- Hispanic (30 points below standard, Increased 5.7 points, n= 293)
- Asian (22.2 points below standard, Increased 13.7 points, n= 45)

Academic Indicator - Math (Red - "Very Low")

Goal 1 action items 1.1, 1.2, 1.3, 1.4, and 1.5 and Goal 2 action items 2.2 will address these red indicators.

- Students with Disabilities(124.7 points below standard, Decreased 0.3 points, n= 39)

District Reflection

MPESD has been partaking in the Differentiated Assistance in the area of "Chronic Absenteeism" and "Academic Performance" for the past two years (2022-2023 for Special Education students and 2023-2024 for subgroups for English Learner, Special Education, Hispanic, Socioeconomically Disadvantaged). This issue is prevalent at all the school sites. The district has four schools with "High" or "Very High" overall rates of chronic absenteeism, all of which experienced increases from the previous CA School Dashboard. Thirty percent of the student population in the district have "High" or "Very High" rates of chronic absenteeism the district.

Hispanic, English Learners, and socioeconomically disadvantaged students have very high chronic absenteeism at three of the four sites. LCAP Goal # 3 Action item 3.1, 3.2, 3.3, 3.4, 3.5, and 3.6 all address the support for chronic absenteeism with metrics in CA Dashboard for suspension data, attendance data, CA Healthy Kids Survey, Expulsions Rate, Attendance Rate, and Pupil Engagement. These actions will also address the red indicators above for absenteeism.

Students with disabilities have low academic indicator at the two sites: one site for math and one site for ELA. Hispanic students have low academic indicator at the three sites: 1 site for math and 2 sites for ELA. All LCAP goals #1,2,3 and action items contribute to support the academic performances.

Reflections: Technical Assistance

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

MPESD is under Differentiated Assistance and is working with Santa Clara County Office DA Team to address chronic absenteeism and academic achievement for the last two years. Currently, we have five subgroups who have been identified for Differentiated Assistance (DA) according to the CA Dashboard data. The following four subgroups have been identified for chronic absenteeism and academics: English Learners, Hispanic/Latino, Socioeconomically Disadvantaged, and Students with Disabilities. The white students have qualified for DA under chronic absenteeism and suspension. MPESD has been part of the Networking improvement Community (NIC) and Differentiated Assistance for 2023-2024 school year and has been on the journey to find root causes for chronic absenteeism and to improve chronic absenteeism by implementing Plan-Do-Study-Act (PDSA) cycles. Our PDSA cycle involved building intentional relationships with all students with focus on English Language Learners.

These are the two forms of assistance aligned to the Every Student Succeeds Act (ESSA) where two MPESD schools are identified for by the California Department of Education (CDE):

Additional Targeted Support and Improvement (ATSI) - Mount Pleasant Elementary Special Education Students

Comprehensive Support and Improvement (CSI) - August Boeger Middle School for low academic performance school wide

For the identified CSI and ATSI school sites, they have met with their Educational Partners, conducted a needs assessments and root cause analysis, and have identified evidence-based interventions, strategies and activities. The school sites will incorporate their CSI/ATSI planning into the current School Plan for Student Achievement (SPSA) process, get the plan approved, monitored for effectiveness, and review with the following in mind:

Comprehensive needs assessment taking into account information on the achievement of students, particularly the needs of those who are failing, or at-risk of failing, to meet the standards?

Description of the strategies and expenditures that will be used to meet the identified needs, including any student groups for which the school was identified?

How the strategies will address the needs of students to meet the standards and strengthen the academic program?

Based on the needs assessments, the educational partners have identified during and after school tutoring as well as ongoing professional development for teaching strategies to improve and to support achievements of students.

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.

August Boeger Middle School

Support for Identified Schools

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

The MPESD district leadership team will hold annual meeting with the identified CSI school to review CSI identification and provide direction on conducting their annual needs assessment. The identified CSI school will analyze the quantitative local and state data such as CA Dashboard, Attendance, Suspension, Academic, Reclassification of English Learners. The district will support the school with obtaining the qualitative data such as surveys, focus groups, and empathy interviews. The identified school will conduct a root cause analysis and complete a needs assessment with the site educational partners such as School Site Council and English Learner Advisory Committee. Comprehensive needs assessment will take into account the following information: achievement of students, particularly the needs of those who are failing, or at-risk of failing, description of the strategies and expenditures that will be used to meet the identified needs, including any student groups for which the school was identified, and how the strategies will address the needs of students to meet the standards and strengthen the academic program.

MPESD district leadership team will meet with the CSI school to discuss common trends/needs and possible responses to the data, including the implementation of evidence-based strategies that address the identified needs.

The CSI site Instructional leadership Team will partake in the professional learning throughout the year with Silicon Valley Math Initiative, Restorative Justice School Partners with San Jose State University, Differentiated Assistance (DA) with Santa Clara County Office of Education, and EL Education Consultant to continue to build capacity and team efficacy. They will conduct ongoing analysis, reflection, and planning to monitor their goals and build evidence-based strategies.

Based on the Needs Assessment data, Dashboard indicators and site-level educational partners' engagement, the site support may include, but are not limited to the following evidence based options:

- * Curriculum Associates iReady for ELA and Math
- * Expeditionary Learning Education, ELA Curriculum
- * Math Curriculum
- * Science Curriculum
- * English Language Development
- * Diversity, Equity, Inclusion, and Belonging (DEIB) and Antiracist
- * Ethnic Studies Elective
- * Cursive Writing
- * During, after school, and summer Academic Support and Tutoring
- * Learning app such as Nearpod
- * Eastside Education Initiative College Counselors

The district in collaboration with the Santa Clara County Office of Education will provide information sessions, resources, and technical support for designing and implementing evidence-based strategies as part of SPSA development.

The District annually evaluate each organization that provide services to see how the services are positively impacting the student outcomes and the CA Dashboard indicators. School team will have the opportunity to ask specific questions that are related to the needs of their students and school. School teams will revise their CSI plan alongside educational partners (e.g., School Site Council, English Learner Advisory Committee, etc) identify appropriate goals and evidence-based strategies, which are included in the site School Plan for Student Achievement (SPSA). School teams will identify and select evidence-based strategies based on the results of their needs assessment. In addition, school teams will identify the resource inequities during the evaluation process for Title One funds. MPESD district leadership will review site-based needs assessments, resource inequities, evidence-based strategies that will yield positive outcomes for students, and the goals identified in the School Plan for Student Achievement (SPSA).

Monitoring and Evaluating Effectiveness

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

The district leadership will be responsible for monitoring and evaluating the improvement of CSI school. The district lead will conduct regular site visits to monitor implementation of the plan and monitor student progress as based on the goals identified in the School Plan for Student Achievement (SPSA).

August Boeger Middle School, in partnership with the district, will locally develop and implement a plan to improve student outcomes that is aligned to the goals, actions, and services identified in the district's LCAP.

The plan will be approved, monitored for effectiveness, and reviewed by the School Site Council (SSC) and the district.

The MPESD district will

- * monitor plan and implementation of the student progress based on the goals identified in the School Plan for Student Achievement (SPSA)

- * debrief classroom/walkthroughs and co-construct next steps and targeted actions

- * leverage district resources to provide targeted support in alignment with the site's CSI plans

- * Participate in coaching cycles to discuss progress toward goals and share best practices

- * Share current data from common formative assessments in mathematics and English Language Arts (ELA), chronic absenteeism/attendance, suspension, and English Learner Progress)

- * District leadership will meet throughout the school year with principals to gauge the impact of supports on their schools with supporting data based on the CA

Dashboard Indicator areas of needs; and review goals, reflect on progress, and determine adjustment and support.

- * District leadership will meet through the school year with principals to support and provide input, and monitor progress towards their goals identified in the SPSA.

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
MPESD District LCAP Committee	<p>The district held four District LCAP Committee meetings throughout 2023-2024 school year: 01/18/24, 02/29/24, 04/11/24, and 5/16/24. The LCAP Committee members include middle school students, parents of students with disabilities, staff, site educators, site administrators, and central office administrators to discuss district priorities which include LCAP topics.</p> <p>The District LCAP committee members also included parents from the District English Learner Advisory Committee (DELAC), School Site English Learner Advisory Committee (ELAC) and School Site Council (SSC) parents. In addition, the LCAP was also shared at the DELAC and Curriculum Council Meetings.</p> <p>Translation services were provided for Spanish and Vietnamese families who speak languages other than English to participate in the LCAP meetings.</p>
MPESD District English Learner Advisory Committee (DELAC)	<p>MPESD District English Learner Advisory Committee (DELAC) met on 09/27/23, 11/28/23, 01/31/24, 05/09/24</p> <p>Translation services were provided for Spanish and Vietnamese families who speak languages other than English to participate in the LCAP discussions.</p>
MPESD LCAP Thought Exchange	<p>Additionally, the anonymous Thought Exchange Platform was launched during the 2023-2024 school year to gather feedback from all educational partners including parents, staff, and all middle school students.</p>

Educational Partner(s)	Process for Engagement
Middle School Students Advisory Leadership Committee and All Middle School Students	The district leadership also met with middle school leadership advisory committee from August Boeger Middle School and Ida Jew Valle Vista to gather the students input to the LCAP in addition to the Thought Exchange Feedback that were gathered from all middle school students.
Special Education Local Plan Area (SELPA)	Director of SELPA also provides LCAP feedback. SELPA consultation occurred on 05/31/24.

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

Mount Pleasant Elementary School District is committed to engaging all educational partners (students, parents, teachers, staff, community) in the development of the Control Accountability Plan (LCAP). Multiple opportunities are provided for all partners to engage and provide feedback on an ongoing process to establish partnership and collaboration when creating the LCAP such as the MPESD District LCAP Committee, MPESD District English Learner Advisory Committee (DELAC), MPESD LCAP Thought Exchange, Middle School Students Leadership Team and All Middle School Students, other committees and consultation with SELPA.

The mid-year LCAP update to the board was recorded and broadcasted via Youtube with opportunities to provide public comment from all educational partners.

The complete LCAP document will be submitted to the Santa Clara County Office of Education after the MPESD board's first reading and public hearing on June 12, 2024, and second reading and adoption on June 26, 2024.

As a result of the educational partner's feedback, in 2024-2025, MPESD is planning to:

- * Hire two Arts and Music TOSAs
- * Hire one FTE additional Reading Intervention TOSA (teacher on special assignment)
- * Provide Reading Intervention Teachers at all elementary schools
- * Provide grades 3-5 with phonic curriculum
- * Provide grades 3-6 with cursive curriculum
- * Provide Reading Partners at MPIJA and IJAVV
- * Hired additional counselor
- * Keep library tech at all sites
- * Continue with supporting students with Mindful Life Project at all school sites
- * Continue with existing ARCC services and Reilly Behavioral
- * Continue to provide counseling workshops for students and parents
- * District Librarian to support strong library program for academic achievement

As a result of the consultation/feedback from Special Education Local Plan Area (SELPA):
MPESD will continue to align Compliance and Improvement Monitoring Process (CIM) for Special Education to MPESD LCAP to continue to serve the students with disability. SELPA consultation has influenced the added specific language from CIM to MPESD LCAP. LCAP Goal 1 Action item 1.4 addresses the High leverage Strategy #1 in CIM. High leverage strategy #2 in CIM is addressed in MPESD LCAP Goal 1 action items 1.1, 1.2, 1.4, 1.5, and 1.8 and Goal 2 action item 2.5. CIM high leverage strategy #3 is aligned with MPESD LCAP Goal 1, action items 1.2 and CIM high leverage strategy #4 is aligned with MPESD LCAP Goal 3, action items 3.1, 3.2, 3.3, and 3.4.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Pupil Outcomes: Increase student success for all student subgroups in English Language Arts/Literacy, Math, and Science by providing high quality instruction that promotes college and career readiness with academic interventions and differentiated instruction to decrease the achievement gap.	Broad Goal

State Priorities addressed by this goal.

<p>Priority 4: Pupil Achievement (Pupil Outcomes)</p> <p>Priority 7: Course Access (Conditions of Learning)</p> <p>Priority 8: Other Pupil Outcomes (Pupil Outcomes)</p>
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An explanation of why the LEA has developed this goal.

Academic achievement through an equity lens is one of the primary objectives for developing this goal. As we are faced with the aftermath of the pandemic, we understand the importance of acceleration of student learning than ever before in all areas especially in reading and math. According to our Spring 2023 CAASPP data, SBAC test results for reading for at standard met or standard exceeded for ELA was 29.87% and 21.96% for Mathematics. 2023 Spring CAASPP results indicated the district's English Language Arts is 52.7 points below standard. In Mathematics, the students in the district are 87.5 points below standard. Increasing academic achievement through an equity lens is consistent with the input received from parents, students and staff, and will impact all of our subgroups, specifically English learners, Homeless and Low Socio-economic Status, including our Students with Disabilities.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	CAASPP Results for English Language Arts, Mathematics, and Science	MPESD implemented CAASPP assessment for 2022-2023 school year. SBAC test results for reading at standard met or standard exceeded for ELA was 30% and 22% for Mathematics.			The 2025-26 school year's desired outcome: SBAC test results for reading at standard met or standard exceeded for ELA at 55%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>CAST data for Science at standard met and standard exceeded was 19% for 5th and 8th graders.</p> <p>Subgroups "At or Above Grade Level" in ELA: English Learners - 12% Socioeconomically Disadvantaged - 25% Students with disabilities - 6% African American students- 28% Hispanic - 24% Asian - 60% Homeless Youth - 28% Foster Youth - 0% (based on 5 students)</p> <p>Subgroups "At or Above Grade Level" in Mathematics: English Learners - 10% Socioeconomically Disadvantaged - 18% Students with disabilities- 5% African American students - 13% Hispanic - 17% Asian - 51% Homeless Youth - 31% Foster Youth - 0% (based on 5 students)</p>			<p>and 45% for Mathematics. CAST data for Science at standard met and standard exceeded for both 5th and 8th graders at 45%.</p> <p>Subgroups "At or Above Grade Level" in ELA: English Learners - 27% Socioeconomically Disadvantaged - 40% Students with disabilities - 30% African American students- 43% Hispanic - 39% Asian - 75% Homeless Youth - 43% Foster Youth - 55%</p> <p>Subgroups "At or Above Grade Level" in Mathematics: English Learners - 35%</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>Subgroups "At or Above Grade Level" in Science:</p> <p>English Learners - 6%</p> <p>Socioeconomically Disadvantaged - 15%</p> <p>Students with disabilities - 8%</p> <p>African American students- No data available</p> <p>Hispanic - 14%</p> <p>Asian - 34%</p> <p>Homeless Youth - 17%</p> <p>Foster Youth - 0% (based on 2 students)</p>			<p>Socioeconomically Disadvantaged - 43%</p> <p>Students with disabilities- 20%</p> <p>African American students - 28%</p> <p>Hispanic - 32%</p> <p>Asian - 66%</p> <p>Homeless Youth - 46%</p> <p>Foster Youth - 45%</p> <p>Subgroups "At or Above Grade Level" in Science:</p> <p>English Learners - 21%</p> <p>Socioeconomically Disadvantaged - 30%</p> <p>Students with disabilities - 23%</p> <p>African American students- No data available</p> <p>Hispanic - 29%</p> <p>Asian - 49%</p> <p>Homeless Youth - 32%</p> <p>Foster Youth - 45%</p> <p>For each subgroup</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.2	iReady Reading and Math Data	<p>MPESD implemented iReady for 2023-2024 school year. For Reading 26% of students are on or above grade level. For Math 23% of students are on or above grade level.</p> <p>Reading: English Learners at 16% Low Income at 28% Foster Youth - 14% (based on 7 students) Hispanic/Latinos at 28% Students with Disabilities at 7%</p> <p>Math: English Learners at 16% Low Income at 22% Foster Youth - 0% (based on 7 students) Hispanic/Latinos at 22% Students with Disabilities at 7%</p>			<p>The desired iReady outcome for 2025-26 is to have at least 55% of the students to be on or above grade level in Reading and to have at least 45% of the students to be on or above grade level in Mathematics.</p> <p>Reading: English Learners at 55% Low Income at 55% Foster Youth - 55% Hispanic/Latinos at 55% Students with Disabilities at 55%</p> <p>Math: English Learners at 45% Low Income at 45% Foster Youth - 45% Hispanic/Latinos at 45% Students with Disabilities at 45%</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.3	Reclassification Rate	According to the CA DataQuest, in the 2022-2023 school year, 11.5% were reclassified as fluent English speakers.			Increase Reclassification Rate to 13% in 2025-26 school year.	
1.4	EL Progress on ELPAC	MPESD implemented ELPAC testing for 2022-2023 school year. According to the CA Dashboard data, 45.4% of English Learners are making progress towards English Language Proficiency. 35.5% progressed at least one ELPI level and 34% of English Learners maintained an ELPI level of 1, 2L, 2H, 3L, or 3H.			The Goal for 2025-26 will be to have 50% of English Learners making progress towards English language proficiency. Increase the percentage of progressing at least one ELPI level to 38% and decrease the percentage of English learners that maintain an ELPI level of 1, 2L, 2H, 3L, or 3H from to 32%.	
1.5	Percent of Long Term English Learners (LTELs)	Per 23-24 Data Quest, MPESD had 13.8% of LTELs			Reduce the percentage of LTELs to be 9%	
1.6	Percent of students' access to Electives in Middle School (Access Broad Course of Study)	Data for access to electives for middle school students in			Increase the percent of students with access to	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		2023-2024 school year was 95%. SpEd students at 15% English Learners at 35% Foster Youth at 100% (based on 3 students) Electives access offered: AVID, Leadership, Art, Dance, Band and Ethnic Studies- Researched Based Projects, and Advanced High School Math.			electives in middle school to 97%. SpEd access to 30% English Learners access to 50% Foster Youth to 100%	

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	AVID Implementation and Professional Development	<p>August Boeger Middle School and Robert Sanders Elementary School will implement AVID School-wide. This will include the Summer AVID Institute for teachers and Administrators as well as school wide August Professional Development for both schools. Advancement Via Individual Determination, AVID, is a College and Career Readiness System aimed at preparing all students for the lives they will lead after graduation. AVID supports English Learners, Foster Youth, and Low-Income students to use instructional best practices that are embedded into daily lesson plans that facilitate rigorous and engaging learning opportunities to build skills, habits, and behaviors in a safe, college, and career-going atmosphere. At Robert Sanders Elementary, all students have access to AVID totaling 325 students which equals 100%. At August Boeger Middle school, 85 students took AVID as an elective in 2023-2024 school year which equaled to 22% of student population.</p> <p>According to the CA Dashboard, our English Learners are in red performance colors for both English Language Arts and in Math. AVID (Advancement Via Individual Determination) aids English Learners by focusing on essential academic language development for all subjects. It provides direct instruction in vocabulary, language structures, and academic discourse, which are critical for grasping and engaging in content-area learning. AVID teaches students to ask insightful questions, participate in collaborative discussions, and critically evaluate content, which is especially helpful for English Learners managing complex academic texts and discussions in English. Additionally, English Learners benefit from peer support and structured group work, offering a low-stress environment to practice language skills. AVID promotes culturally relevant teaching practices, recognizing and valuing the diverse backgrounds of students, thereby enhancing their connection to the curriculum and improving their engagement and learning outcomes. It also includes instruction in study skills, organizational techniques, and self-advocacy. Moreover, AVID helps English Learners succeed in challenging coursework by providing necessary scaffolding, support, and resources to meet high academic standards, which may involve small group instruction or differentiated assignments.</p> <p>MPESD will continue to provide professional development for the teachers on best practices to support English Learners in rigorous academic</p>	\$35,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		environments. The professional learnings will help the teachers better understand the needs of English Learners and implement effective strategies to support their learning.		
1.2	Intervention Support During the School Day	<p>Fund seven paraprofessional educators, a total of 4.375 FTEs to provide support to Transitional and Kindergarten students participating in a full-day program, and eight positions will support unduplicated students to be successful in mainstream classrooms. Paraprofessionals will target their support with English Learners, Foster Youth, Homeless, Special Education, and Low-Income students; this support will facilitate these students being supported within their classroom setting and provide access to the core curriculum. MPESD serviced total of 87 TK students in 2023-2024 school year: 41% were EL students, 0% foster youth, 13% homeless, 54% low-income, and 22% SPED students.</p> <p>High-dosage tutoring during the school day can significantly accelerate learning for struggling students by providing intensive, personalized support tailored to their language acquisition needs. MPESD will collaborate with various community partners to offer high-dosage tutoring to diverse student groups, including students with disabilities, newcomers, English Learners (including Long Term English Learners), foster youth, migrant students, and those receiving free or reduced lunch. This tutoring is particularly beneficial for English Learners, as it allows for more one-on-one and small group interactions, providing individualized attention to address specific needs. The tutoring will focus on grammar, vocabulary, reading comprehension, and speaking fluency, as well as listening, reading, writing, and speaking in English. English Learners will receive the targeted instruction and focused attention necessary to succeed in acquiring English language skills.</p>	\$347,631.00	Yes
1.3	Extended Learning Support Beyond the Regular School Day	Expand the opportunities for Extended Learning (Before School, After School, and Extended Year) by continue to prioritize students who are Low income, English Learners, Foster Youth, and Homeless students who are at risk to have priority to	\$1,900,000.00	No

Action #	Title	Description	Total Funds	Contributing
		<p>enroll in the ASES After School Program (MPAS) and provide additional tutoring support in small groups to complete homework assignments and provide small-group intervention support.</p> <p>For the 2023-24 school years the district provided extended learning services to about 607 students with ASES grant. Using ELOP funds, Sunrise Program that supported social emotional learning was offered and implemented during this school year from 7:00 AM - 8:30 AM at all sites. With ELOP funds we also offered after school tutoring in reading and math where we serviced 161 MPAS students between 17 teachers. The after school tutoring was offered to nearly 200 students. For the Summer Program, we will offer Math Elevate, CSI, Reading, and Newcomers Class followed by Robotics where over 680 students have been invited to attend. Students participating in our Summer Program will have free access to a 9 hour day, which includes Robotics after lunch until 4pm.</p>		
1.4	Building teacher and administrative efficacy	<p>MPESD will work to build teacher and administrator capacity by providing training, coaching, planning support as well as teacher and administrators cohort to implement the board adopted curriculum. The participants will be able to address the needs of the English Learners as well as all learners as the teachers learn to plan to implement specific instructional practices and strategies such as the district adopted English Learner strategy, Language Dives, as part of the All Block English Language Arts Expeditionary Learning Curriculum implementation to enable English Learners to access the Common Core State Standards. In addition, comprehensive professional learning will be offered to the teachers, instructional paraprofessionals, and administrators to have the understanding of the principles behind the curriculum, explain the structure, and explore specific ways the curriculum meets all students' needs especially the English Learners. The teachers and staff will be able to describe the structure, design and key features of the curriculum, identify specific ways the curriculum is designed to close the literacy achievement gap for all students, consider mind-set shifts for planning and implementing a high quality core curriculum, reflect on how the curriculum is connected with professional learning and will shape and deepen the art of teaching and impact classroom culture. The funds will be used to pay teachers negotiated hourly rates for working beyond the contracted hours.</p>	\$50,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>Restorative Justice Practices integration within school policies, procedures, and a continuum of behavioral support plan will be implemented districtwide.</p> <p>MPESD will provide better understanding of districtwide offerings in Multi-tiered practices and will implement professional development to meet school site needs in implementation of RJP school wide. MPESD will assist schools to integrate Restorative Justice practices within their behavior consults. Restorative justice practices will examine the harmful impact of an action and then determines what can be done to repair that harm while holding the person who caused it accountable for his or her actions. Results are measured by how much repair was done rather than by how much punishment was inflicted. This action will support the English Learners and Socioeconomically disadvantaged students by decreasing suspensions and increasing attendance as these student subgroups have orange performance color on the CA Dashboard.</p> <p>Restorative justice can be especially advantageous for English learners as it emphasizes open dialogue and communication. This approach offers English learners valuable chances to practice their language skills in a supportive setting. Participating in discussions about the impact of actions, expressing emotions, and understanding different perspectives can enhance their English proficiency. Restorative justice also incorporates cultural sensitivity and inclusivity, respecting diverse cultural backgrounds and communication styles. This fosters a more welcoming environment for English learners who are navigating cultural differences while acquiring the language. Additionally, the process provides personalized support and guidance, which is beneficial for English learners who may need extra help in understanding procedures or expressing themselves effectively.</p>		
1.5	Supplemental Instructional Apps and Technology Support	Purchase adopted technology and software programs to assist with differentiated instruction to supplement the adopted standards-based curriculum. The technology and software utilized will support student learning in the classroom as well as provide extended learning opportunities. These software programs will support English Learners by offering a wealth of targeted resources to help them practice key speaking, listening, reading, and writing skills. The programs provide interactive	\$81,780.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>exercises, including games, quizzes, and simulations, that actively engage students and make learning English enjoyable. This personalized approach allows English Learners to progress at their own pace, focusing on areas where they need more practice. Visual aids, animations, and audio prompts enhance comprehension and retention, particularly for those who benefit from multiple modes of instruction beyond text. Additionally, the programs use gamification elements such as badges, rewards, and progress tracking to motivate learners and maintain their engagement. The applications or programs that will be employed are being finalized; below are some possible examples of the software applications being considered:</p> <ul style="list-style-type: none"> • Nearpod • Newsela <p>* Learning A-Z * Education.com * Texthelp Assistive Technology app for students with disabilities- Supplemental Instructional Apps and Technology Support</p> <ul style="list-style-type: none"> • Digital tool for inclusive learning and working. Universal Design for Learning approach to teaching to minimize barriers and maximize outcomes for all learners especially for English Learners. • Other applications will be piloted to meet the needs of certain grade levels or populations of students. <p>* Follett School Solution - library software for all school sites Using technology in a purposeful way to provide universal access and to differentiate instruction for our most vulnerable populations (English Learners, Foster Youth, Homeless, Low Income, and Student With Disabilities) will assist students to practice skills close to their instructional level and assist teachers in providing targeted, small group and individualized support while still accessing instruction in grade-level content. Supplemental research-based reading and math intervention materials will support students who are below grade level. Technology Support extended duty as needed for AI implementation in the classroom.</p>		
1.6	Additional Staff to Monitor Progress and	Maintain funding for one additional FTE for psychologist to administer assessments, conduct annual reviews, monitor the progress of targeted	\$192,957.00	Yes

Action #	Title	Description	Total Funds	Contributing
	Services for Our Most Vulnerable Student Populations	students, consult on student needs and make recommendations to ensure that identified students will be successful. This action will assist with assessing the most vulnerable populations (English Learners, Foster Youth, and Low Income) who are struggling promptly with services the students need to achieve academic success. Psychologists can advocate for English Learners' needs within the educational system, ensuring they receive appropriate services, accommodations, and support to thrive academically and socially.		
1.7	Prepare Students for College and Career Readiness	Enrichment activities and elective classes will provide supplemental opportunities for students to participate in programs such as music, visual and performing arts, dance, and sports. This will also contribute to pay the middle school teachers to teach enrichment/elective classes during their preparation/planning period. MPESD will purchase supplemental instructional supplies to support enrichment opportunities; may include materials as well as contracted services for art lessons, dance classes, or other enrichment opportunities. These action items will increase student engagement and provide inclusive opportunities especially for the English Learners, students with disabilities, Asian, Hispanic, socioeconomically disadvantaged students as they have high percentage of chronic absenteeism according to the CA Dashboard. Providing enrichment activities and elective classes will lead to improvement in student attendance rates, decrease chronic absenteeism and suspension rate which in turn will increase student academic and attendance outcomes.	\$443,377.00	Yes
1.8	Arts and Music	Proposition 28 Arts and Music Grant (AMS) grant proposal is to hire two teachers on special assignment (TOSA) for Arts and Music to provide the students with enrichment classes as it is mandated that 80% of the grant to be used for personnel with 1% for non-personnel cost. This offering will also offer grade-like teacher collaboration times throughout the district. (AMIM) Arts, Music, and Instructional Materials Discretionary Block Grant to provide (1) obtaining standards-aligned professional development and instructional materials for specified subject areas; (2) obtaining	\$857,312.00	No

Action #	Title	Description	Total Funds	Contributing
		<p>professional development and instructional materials for improving school climate; (3) developing diverse, culturally relevant and multilingual school library book collections; (4) operational costs, including retirement and health care cost increases; and (5) COVID-19-related costs necessary to keep pupils and staff safe and schools open for in-person instruction.</p>		
1.9	Purchase and Implementation of i-Ready	<p>i-Ready is an online program for reading and mathematics that will help teachers determine their student's needs, personalize their learning, and monitor progress throughout the school year. i-Ready allows teachers to meet students where they are and provides data to increase students learning gains.</p> <p>i-Ready consists of two parts: Diagnostic and Personalized Instruction; i-Ready will be used by teachers during the school day and for extended learning to implement the Extended Learning Opportunity Plan. iReady especially provides engaging grade-level content with the scaffolded support to achieve academic success.</p> <p>English Learners will benefit from using iReady as it provides differentiated instruction through personalized learning paths based on diagnostic assessments. This approach ensures that English Learners receive targeted instruction aligned with their current language proficiency level, addressing specific language needs and filling gaps. The program includes lessons on English grammar and language structure, essential for English Learners.</p> <p>iReady supports language development with activities focused on vocabulary development, reading comprehension, and grammar skills, which are crucial for improving English language proficiency. It also incorporates culturally relevant and diverse texts and materials, reflecting different cultures and experiences. This engagement can enhance motivation and learning outcomes for English Learners.</p> <p>iReady tracks students' progress over time, enabling teachers to identify areas where English Learners need additional support and adjust instruction accordingly. The program includes visual aids, audio support, and interactive elements, which help English Learners understand content more effectively, especially when facing language barriers.</p>	\$114,457.00	Yes

Action #	Title	Description	Total Funds	Contributing
		MPESD will continue to provide teacher support with data and reports on all students, including English Learners, helping teachers make informed decisions about instructional strategies and interventions. iReady serves as a valuable tool for English Learners by offering tailored instruction, supporting language development, and equipping teachers with the resources needed to meet the diverse needs of their students.		
1.10	District wide Librarian	According to California Department of Education (CDE), having strong library program support with student engagement and academic achievement regardless of the school community's parent education and poverty levels, ethnicity, and percentage of English language learners. This is related to higher academic achievement. CDE states that a strong school library program includes having a full time librarian. The librarian will offer program of curriculum-integrated information literacy instruction, informally instruct the students in the use of resources, provide teachers with information about new resources, and provide reference assistance to students and teachers. This expenditure is not from LCAP.	\$130,000.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Provide resources to ensure that students are instructed by certificated, qualified teachers, ensure that students have access to standards-based adopted curriculum, and students have clean and safe physical learning environments to learn.(State Priorities: 1 and 2)	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning) Priority 2: State Standards (Conditions of Learning)
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An explanation of why the LEA has developed this goal.

One of the greatest factors in achieving the District’s goals is quality of instruction. In order to provide quality instruction, it is critical that MPESD is able to recruit and retain high-quality teachers to serve the needs of our students. High-quality instruction, coupled with teachers that respect our students, value their assets, culture and community, believe in them, and have high expectations for our student population. Although the district is unable to compete with other higher paying districts in Santa Clara County, the district continues to use supplemental and concentration funds in an ongoing effort of recruiting and retaining high-quality teachers. It is extremely difficult to maintain improvement efforts in achievement, engagement or school climate, without retaining quality staff. Providing additional resources(technology, curriculum & materials, and training), engaging students, and meeting students' social-emotional needs in a safe climate will improve student achievement and outcomes for our most vulnerable students.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	LEA Appropriately Assigned and Fully Credentialed Teachers	One "misassignments" and zero "vacant teacher" positions for 2023-2024 school year.			Have zero "misassignments" and "vacant teacher positions	
2.2	Data on Teacher retention	Zero teacher resignation for 2023-2024 school year.			Continue to have zero teacher resignation	
2.3	Facilities in Good Repair	2023-2024 school year WestEd California Healthy Kids Survey			Increase or maintain the percentage of	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>indicated that students, staff, and parents rated school facilities in good repair and clean and well-maintained facilities: Students 76% Staff 69% Parents - not enough data collected (40 parents responded despite numerous efforts)</p> <p>100% of classroom and school buildings received safety equipment.</p>			<p>staff, students, and parents that report that "school buildings are clean and in good condition" on the WestEd California Healthy Kids Survey. Students 85% Staff 78% Parents - 85%</p> <p>Continue to provide 100% of classrooms and school buildings with safety equipment, cleaning supplies, and barriers in accordance with current Guidance.</p>	
2.4	Implementation levels for the professional development, English Language Arts, Mathematics, ELD, History, and Science in the Local Indicator Self-Reflection Tool from CA Dashboard	<p>Professional development- Full Implementation and Sustainability English Language Arts – Full Implementation and Sustainability Mathematics – Full Implementation and Sustainability English Language Development - full implementation</p>			<p>Professional development- Full Implementation and Sustainability English Language Arts – Full Implementation and Sustainability Mathematics – Full Implementation and Sustainability English Language Development - Full</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		History - Full Implementation Social Science - initial implementation.			Implementation and Sustainability History - Full Implementation and Sustainability Social Science - Full implementation.	
2.5	Access to the Standards-Aligned Instructional Materials	There was one William complaint that was found to be without grounds. The district has sufficient materials under Williams and is in compliance.			Continue to have zero complaints for lack of instructional materials.	

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	Hire new teachers for class size reduction	<p>Hire new teachers to provide lower class size</p> <p>MPESD is dedicated to delivering exceptional education and enhancing support for diverse learners by implementing smaller class sizes. This approach allows teachers to better address the needs of students, including those with learning disabilities and English language learners, ensuring that every student has the opportunity to succeed. Reducing class sizes also promotes equity by helping to bridge educational disparities, particularly benefiting students from underprivileged backgrounds who may lack additional support outside of school. With smaller classes, teachers can provide more personalized attention, quickly identifying and addressing learning challenges while accommodating different learning styles and paces. Additionally, this environment fosters stronger teacher-student relationships, making students more comfortable in asking questions, participating in discussions, and seeking help when needed.</p>	\$1,772,468.00	Yes
2.2	Support teachers new to the teaching profession.	<p>Continue to provide mentors/coaches to support new teachers to clear their teaching credentials and provide coaching support to implement the common core standards. While having trained credential teachers will help all students, our most vulnerable populations (English Learners, Foster Youth, Homeless, and Low Income) will benefit the most from having trained, qualified teachers during the school day. Mentorship provides new teachers with the knowledge, skills, and confidence needed to effectively support English Learners in their classrooms, ultimately leading to improved academic outcomes for the English Learners.</p> <p>Teachers who can provide quality daily instruction that provides access to grade-level standards provide ongoing assessments to assess the impact of their teaching by asking for feedback from</p>	\$328,278.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>students and differentiating or changing their instructional practices to support student's academic growth especially for English Learners.</p> <p>Intensive Reading Intervention will be provided for those students performing below grade level in Reading for grades K-3 by 1.5 Full Time Employee (FTE) Reading Intervention Teachers on Special Assignments. Proficiency in reading is foundational for academic success across all subjects. Interventions that strengthen reading skills enable English Learners to better comprehend and engage with content in other subjects taught in English. English Learners often need targeted instruction that addresses their specific language acquisition needs. Intensive reading interventions are designed to provide focused support, helping English Learners improve their reading skills in English.</p> <p>MPESD teachers will partake in The Silicon Valley Mathematics Initiative (SVMI) for 2024-2025 along with other East Side Alliance districts to support the teachers, coaches/TOSAs, and administrators in the to improve math practices by using high-leverage instructional routines and student work to guide instruction. The teachers will use student work to guide instruction, materials and resources rooted in CA Mathematics Framework. This action item will support the teachers analyze student work to identify patterns of understanding, misconceptions, and areas where English Learners may struggle. This analysis helps in understanding the specific needs of students and informs instructional decisions. The teachers can use formative assessment strategies to check for understanding, provide timely feedback, and modify instructional strategies to better meet the needs of English Learners.</p>		
2.3	Internet access and technology Devices	Continue to provide internet and technology devices to students (English Learners, Foster Youth, Homeless, and Low Income) that need access as technology devices. Providing internet access and technology devices ensures equitable access to educational opportunities for all students, regardless of socioeconomic background. This action item helps level the playing field and reduces the achievement gap by equipping English Learners with the necessary tools for academic success. With internet	\$10,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>access, English Learners can tap into a wide range of online learning resources, such as language learning apps, educational websites, and digital libraries. These resources offer interactive and immersive learning experiences that can significantly enhance their language skills.</p>		
2.4	Safe School Facilities	<p>Continue to provide materials such as but not limited to clean ventilation and emergency preparedness supplies to provide a safe learning environment to students and staff in accordance with federal, state, and local Guidance/requirements. A safe and healthy environment is fundamental to effective learning. When students feel safe and secure in their physical environment, they can better focus on their studies and participate actively in classroom activities. This is particularly important for English Learners who may already be navigating language barriers and cultural adjustments.</p>	\$5,000.00	Yes
2.5	Supplemental materials to Support Core Instruction	<p>The District will continue to purchase supplemental materials to enhance the implementation of the core curriculum to support our diverse student population with K-2 Phonics Curriculum and Professional development that goes with the curriculum. The district will also purchase and implement cursive curriculum for grades 3-6. By providing additional resources and focused instruction, supplemental curriculum will accelerate the language acquisition process for English Learners. English Learners often need additional support in acquiring English language skills. Supplemental curriculum is specifically designed to address their language needs and it will help English Learners grasp English more effectively and rapidly.</p> <p>Although students have access to soft copies of the student workbooks, the District will purchase hard copies of the workbooks to ensure that students have access to the materials regardless of internet access or access to a technology device. English Learners, Foster Youth, Homeless, and Low Income will benefit from this action because they will have access to supplemental materials to enhance and ensure access to grade-level content. Having hard copies of curriculum materials ensures equitable access, supports various learning styles, facilitates home learning, and enhances comprehension for English Learners, making the educational experience more inclusive and effective. By</p>	\$91,186.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>providing hard copies, all students, regardless of their access to technology, can engage with the curriculum. This approach caters to different learning preferences and allows students to study at home without the need for digital devices, ensuring that everyone has the opportunity to succeed academically.</p>		
2.6	<p>Designated and Integrated ELD Curriculum and ELD professional development for teachers for EL and LTEL</p>	<p>English Learners (EL) and Long Term English Learners (LTEL) will have access to the core curriculum that will address the designated and integrated ELD: Benchmark Advance (K-2) English Language Arts Curriculum Expeditionary Learning (EL) Education (3-8) English Language Arts Curriculum The Benchmark Advance has the ELD curriculum imbedded for K-2 and EL Education has ALL Block imbedded with Language Dives. Language Dives is a board adopted ELD strategy. Designated and integrated English language development (ELD) are instructional approaches designed to assist English Learners in acquiring English proficiency while learning academic content. In Designated ELD, there is focused language instruction that involves dedicated time for explicitly teaching English language skills. This approach ensures that English Learners receive targeted support tailored to their proficiency levels and specific language needs, helping them develop their English language proficiency effectively. Integrated ELD integrates language development into content instruction across various subjects such as math, science, and social studies. This approach supports English Learners by providing exposure to academic content while simultaneously practicing language skills. By embedding language development into the teaching of academic subjects, Integrated ELD helps English Learners gain a deeper understanding of both the language and the content being taught. This integrated approach facilitates learning in context, making academic concepts more accessible and meaningful for English Learners as they work towards proficiency in English. Teachers will also receive professional development to improve their approaches for effectively teaching language that are critical to ensuring that English language learners achieve success. Teachers will build on the</p>	\$42,868.00	No

Action #	Title	Description	Total Funds	Contributing
		<p>strengths all students possess to realize their potential and develop language practices in deep and accelerated ways. Teachers will also be able to incorporating well-scaffolded lessons that provide multiple entry points for the diversity of English language learners as well as student discourse.</p>		

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Create a safe and supportive learning environment at all school sites where students attend and are connected to their schools.	Broad Goal

State Priorities addressed by this goal.

- Priority 3: Parental Involvement (Engagement)
- Priority 5: Pupil Engagement (Engagement)
- Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

Based on the Data listed and the input received from parents during the advisory meetings and through the parent surveys, there is a continual need to improve student and parent engagement and provide a safe and supportive learning environment for all students. The WestEd Climate surveys (CHKS) administered to students, parents, and staff identified the following areas for growth/improvement for 2023-2024:

Providing opportunities for meaningful participation: parents 93% and students 44% (5th grade), 23% (7th grade). The percentage of students experiencing chronic sadness/hopelessness is at 33% or considered suicide in the last 12 months at 14%. Students reporting cyberbullying has gone up significantly to 36%. Bullying has been identified as an area for improvement with 42% of students stating that they have experienced any harassment or bullying. Another significant concern for parents was student motivation and student connectedness to school. 61% of students agree that they have high academic motivation. Actions taken to address identified needs include: hiring additional mental health counselors, working with outside counseling agencies, providing staff development on mental health support, social-emotional learning, diversity, inclusion and belonging, and learning to facilitate class meetings and focus groups to provide more opportunities for meaningful student engagement, especially for Unduplicated students. Holding anti-bullying rallies and assemblies and offering Research Based Projects- Ethnic Studies in middle school as one of the electives. Also, campus supervisors and student advisors support students. Family Case managers will also be working with identified students' families to provide outreach support to connect them to additional services.

The areas for improvement are:

- Equal treatment, regardless of race, gender, primary language, education, or economic status
- Create a sense of belonging for all students, especially English learners, foster students, and Special education students.
- Equitable distribution of resources across all schools and students
- Improve communication and access for all students and families
- Fair and equitable treatment for all students when dealing with discipline issues and implement restorative justice along with PBIS
- Continue to listen and gather feedback from all stakeholders

While MPESD is working to increase the engagement of all parents, it is especially important that we increase the engagement of parents of English learners, the Homeless, and low socioeconomic status students. MPESD will continue to provide translations and trilingual translations for all communications and meetings. We will continue to leverage the family case managers to make individual and personal phone calls to foster youth and other high need families. Each school site will continue to call all the parents of English Learners to encourage them to join ELAC and other committees.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	CA Dashboard - Suspension Data	<p>According to 2023 CA Dashboard, district suspension rate for all students was at 3.5%.</p> <p>Subgroups Status Levels: African American students at 13.3% (4 students) White students at 7% (2 students) English Learners at 4.3% Hispanic students at 3.7% Homeless students at 5.6% Socioeconomically Disadvantaged students at 4.1% and Students with Disabilities at 4.5% Two or more races were at 3.6% Asian students were at 0.9%. Foster Youth at 0%</p>			<p>District suspension rate desired for all students is 0%.</p> <p>Subgroups Status Levels: African American students at 0% White students at 0% English Learners at 0% Hispanic students at 0% Homeless students at 0% Socioeconomically Disadvantaged students at 0% Students with Disabilities at 0% Two or more races were at 0% Asian students were at 0%. Foster Youth at 0%</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.2	CA Dashboard - Chronic Absenteeism	<p>According to the 2023 CA Dashboard, the chronic absenteeism for the MPESD was at 30.9%.</p> <p>Subgroups Status Levels: African Americans at 13.3% Asian at 21% English Learners at 27.4% Hispanic at 33.5% Socioeconomically disadvantaged at 32.2% Students with Disabilities at 38% White students at 25.6% Homeless students at 25.6% Two or More Races at 40.7%</p>			<p>Decrease district chronic absenteeism to 24%</p> <p>Subgroups Status Levels: African Americans at 6% Asian at 14% English Learners at 20% Hispanic at 26.5% Socioeconomically disadvantaged at 25.2% Students with Disabilities at 31% White students at 18.6% Homeless students at 18.6% Two or More Races at 33.7%</p>	
3.3	CA Healthy Kids Survey - Students	<p>West Ed Climate CA Healthy Kids Survey (CHKS) Data:</p> <p>The percentage of seventh grade students rating for meaningful participation in 2023-2024: 7th graders at 23% 5th graders at 44%</p>			<p>The percentage of seventh grade students rating for meaningful participation by 2025-2026: 7th graders at 40% 5th graders at 60%</p> <p>The percentage of students who report</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>The percentage of students who reported experiencing chronic sadness is 33%.</p> <p>Percentage of students who reported that the school promotes an anti-bullying climate for is 42%</p>			<p>experiencing chronic sadness is 10%.</p> <p>Percentage of students who reported that the school promotes an anti-bullying climate for is 10%</p>	
3.4	Expulsions Rate	The district expelled 0 student for 2023-2024 school year.			Zero student for expulsion	
3.5	Attendance Rate	The District's average daily attendance is 96% for 2023-2024 school year.			Increase or maintain the average daily attendance rate, the goal is to have 97% or better.	
3.6	Pupil Engagement: Middle School Dropout Rate	The MPESD's Middle School Dropout rate is 9% for 2023-2024 school year.			Middle School Dropout rate at 0%	
3.7	Student, Staff, and Parent (LCAP) Survey	<p>2023-24 LCAP Survey yielded results as follows:</p> <p>573 participated</p> <p>Parent Participation 43%</p> <p>Parents of English Learners 14%</p> <p>Parents of Low Income 22%</p> <p>Parents of Foster Youth 0%</p>			<p>LCAP Survey will yield:</p> <p>700 participants</p> <p>60% Parent Participation</p> <p>Parents of English Learners 40%</p> <p>Parents of Low Income 40%</p> <p>Parents of Foster Youth 30%</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Student: 48% Staff: 9%			60% Student Participation 60% Staff Participation	

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	Provide Support to Families of Most Vulnerable Student Subgroups	Family Case Managers, one FTE, to help improve school climate and to improve student attendance for targeted students and engage parents and students in subgroups to provide individual support based on "needs" assessments. Provide support and resources to our most vulnerable students such as English Learners, foster, and low income students to ensure they have the essentials such as school supplies, food, school	\$229,772.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>transportation, and other life essentials to enable students to engage in school and improve academic success and attendance.</p> <p>The Director of Student Services will continue to coordinate wrap-around services with partnering agencies (Alum Rock Counseling, Bill Wilson Center, Reilly Behavioral) and other community resources for students that are referred to SARB. The Director of Student Services will also monitor and support the implementation of the PBIS program and coordinate the work of the Family Case Managers. Quarterly meetings will take place to monitor the progress of our targeted high-risk students, and improvement or school success plans will be created for targeted students such as Special Education students, English Learners, foster, and low income students.</p> <p>Counselor, 1.0 FTE, position to provide individual and small group counseling to meet the social-emotional needs of our most vulnerable populations (English Learners, Homeless, Foster Youth, and Low Income). Learning a new language can be challenging and frustrating, often causing emotional stress or anxiety. Counselors provide emotional support and guidance, helping English Learners and other learners navigate these feelings effectively.</p> <p>Assistance with transportation (i.e., bus tokens, car service, mileage, or school bus) to assist foster and homeless youth remain at school. Access to transportation is crucial for foster students as it ensures equitable opportunities for them to participate in educational activities, regardless of their living arrangements or geographic location. This access helps bridge the gap between home and school environments, promoting fairness in educational access and outcomes. Foster students often face challenges such as multiple placements and changes in living situations. Reliable transportation ensures they can attend school consistently, which is essential for improving their academic progress and overall well-being. This support contributes significantly to fostering stability and continuity in their educational journey.</p>		

Action #	Title	Description	Total Funds	Contributing
3.2	Community Schools	<p>August Boeger Middle School and Mount Pleasant Elementary Ida Jew ALAS locations will implement Community Schools for the next 5 year due to Community Schools grant which is not part of the LCAP expenditures. The tentative 5 year plan for services for these schools will include extra support personnel for students, community school coordinator, materials to support PBIS and SEL, family resource center, and contracted services to name a few.</p>	\$485,411.00	No
3.3	Improve Student Engagement and Attendance	<p>Continue to fund the position of Student Advisor to coordinate Positive Behavior Interventions and Supports (PBIS)/ Restorative Justice with a focus on restorative discipline, student reflections, repairing harm, and goal setting at the middle school to help reduce suspensions and out of class discipline.</p> <p>The Student Advisor will play a critical role in ensuring that behavioral expectations are communicated in a culturally sensitive manner and in bridging any cultural gaps that could impact English Learners' understanding or compliance with PBIS (Positive Behavioral Interventions and Supports) principles. English learners often face language barriers that can hinder their comprehension of behavioral expectations or the consequences of their actions. Moreover, these students may come from diverse educational backgrounds with varying behavioral norms. The Student Advisor will provide language support by translating materials and explaining expectations in a manner that is accessible and understandable for English Learners. This proactive approach not only facilitates clarity but also fosters a supportive environment where all students, regardless of linguistic or cultural background, can effectively engage with and adhere to behavioral expectations within the school community.</p> <p>Purchasing of new library books, services, and furnitures will support to enhance reading engagement, help with developing a school-wide reading culture, provide students with leadership opportunities, and promote the role of the library within the school site. The library needs to be relevant to encourage regular library visits from students. Having the libraries offer a wide range of books covering various genres, topics, and difficulty levels will allow English learners to explore different writing styles, vocabulary, and subject matter which can enrich their language skills. Reading regularly is essential for improving vocabulary, comprehension, and</p>	\$131,281.00	Yes

Action #	Title	Description	Total Funds	Contributing
		reading fluency. Library books provide ample opportunities for learners to practice reading in English, helping them become more proficient over time.		
3.4	Improve School Climate	Continue to fund two part-time Campus Supervisors to support a positive school climate and provide interventions for students. (This is not yard duties for recess and lunch supervision. This is above and beyond, supplemental.) Campus Supervisors can contribute significantly to creating a positive school climate by fostering a safe, inclusive, and supportive environment for all students especially English Learners by building relationship and trust. They actively engage with students who speak languages other than English and ensure that everyone feels valued and respected, which is crucial for creating a conducive learning environment. Campus Supervisors monitor the overall school environment and promptly address any issues or challenges that may arise among English Learners. This includes addressing potential conflicts and intervening promptly when issues specifically affect English Learners, who often encounter unique challenges related to language proficiency and cultural adaptation. Campus Supervisors provide targeted support by understanding the cultural backgrounds of English Learners and facilitating their integration into the school community. This proactive approach aims to enhance school climate by improving attendance, increasing student engagement, and boosting academic achievement, particularly for English Learners, Foster Youth, Homeless, and Low-Income students. These efforts contribute to a more inclusive and supportive educational environment where all students can thrive.	\$97,791.00	Yes
3.5	Improve School Climate	Mindful Life Project introduces mindfulness, self-awareness, self-regulation and noticing an immediate change behavior of the students by supporting the mental and emotional wellness of students, teachers, staff, leaders, and families through mindfulness programming. The goal is to create a foundation of well-being at the individual level that leads to a connected school culture and climate where everyone feel safe, welcomed, valued, and believed in. The program supports the students who have had	\$112,000.00	No

Action #	Title	Description	Total Funds	Contributing
		<p>significant trauma, who would often spend an hour or more each day dealing with conflicts, lack of attention, and emotional dysregulation. This fund is paid out of Elementary and Secondary School Emergency Relief (ESSER) and not MPESD LCAP.</p>		
3.6	Parent Engagement	<p>Provide Parent Academic workshops or training to parents to communicate what students are expected to learn by grade level according to the standards and share strategies and recommendations on what parents can do to assist their students. Also, connect parents/guardians to school and community resources and opportunities to help meet the needs of their students. Training will be available in person and also virtual. Also provide hands-on support to help parents/guardians monitor their student's progress, monitor their student's safety in social media, Powerschool grades, how to use technology to communicate with teachers and other school staff, and seek resources at school and in the community to support the needs of their students.</p> <p>Parents bring valuable cultural and linguistic knowledge that can significantly enrich the educational experience of English Learners. They play a crucial role in bridging any cultural gaps between home and school, ensuring their children feel supported and understood in both environments. Engaged parents advocate for their children's needs within the school system, ensuring they receive appropriate support and resources to succeed academically. When English Learners know that their parents are actively interested and involved in their education, it can boost their confidence and motivation to excel in school. Additionally, parents of English Learners become familiar with reclassification criteria and ELPAC assessment results, as well as district supports available to their children. This understanding empowers parents to actively participate in educational decisions and interventions that benefit their children's language development and academic progress.</p> <p>Parent Trainings offered during 2023-2024: K-2 Math Strategies K-2 Reading Strategies 3-5 Math Strategies K-2 Math Strategies College And Career Readiness: What you need to know in Middle School</p>	\$14,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>AVID Strategies Mindfulness Wellness in Education: attendance, stress, anxiety, hunger, and fatigue at school CalKids - Children's Savings Accounts Internet Safety Supporting Language Development and What to Watch For Attendance and your Student PowerSchool Parent App Troubleshooting iReady for Parents (English, Spanish, and Vietnamese) ParentSquare Tutorial And Troubleshooting STEAM Night by RAFT--parent and student hands-on engineering & design activities</p> <p>Provide training/workshops to parents/guardians to support and encourage their participation in different school and district advisory groups. Encourage and support parents/guardians to become educational partners with the schools and advocate for their students' needs. Parents from all school sites are represented in the district LCAP Committee where the parents of students with disabilities are also included, DELAC/ELAC, SSC, Coffee with the principals and Coffee with the Superintendents. At least three informational meetings will be provided to parents of students who are English Learners to understand the reclassification criteria, understanding the ELPAC assessment results, and inform parents how the district supports students academically to have access to grade-level content. School sites will meet annually with parents of students who are at risk of becoming Long Term English Learners and students who have been identified as Long Term.</p> <p>Continue Early Literacy workshops for parents facilitated by the Reading Intervention teachers with the program. The program will meet quarterly with targeted families to review, explain and model the intervention supports that they are providing to their students. The Reading Intervention teachers will also facilitate the Latino Literacy Project Program to TK-5 parents/guardians for 10 weeks to support TK- 5 families with different ways to support children at home with literacy. The participants will receive</p>		

Action #	Title	Description	Total Funds	Contributing
		<p>books to keep at home to read with their children and also make family albums.</p> <p>Family Case Managers and Counselors will continue to provide workshops and events for parents on Social Emotional Learning, reinforcing positive behavior expectations, and cultural awareness.</p>		
3.7	Parent Engagement	*Provide translation of documents to support communication to speakers of languages other than English	\$364,181.00	Yes
3.8	Parent Engagement	<p>Increase work year for Tech Support Staff to increase access to technology for our most vulnerable populations (English Learners, Foster Youth, and Low Income) families by providing one-on-one or small group tech support. Many parents, especially those who are not fluent in English or who are unfamiliar with technology, may encounter challenges with using devices, accessing educational platforms, or troubleshooting technical issues. IT support provides guidance and assistance to help parents navigate these challenges effectively.</p> <p>Tech Support Staff will provide Bilingual Data Technician support to assist families by walking them through the process of downloading applications, logging in, accessing the internet, and assisting with the use of technology devices. This is crucial for parents who are English learners themselves. Clear instructions and guidance in their native language enable parents of English Learners to effectively use technology to support their child's education and stay engaged with school activities.</p>	\$129,187.00	Yes

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
\$\$3,980,454	\$466,205

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
32.389%	0.000%	\$0.00	32.389%

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
1.1	<p>Action: AVID Implementation and Professional Development</p> <p>Need: Academic Acceleration and English Language Acquisition (According to the CA Dashboard, our English Learners are in red performance colors for both English Language Arts and in Math.)</p>	AVID (Advancement Via Individual Determination) aids English Learners by focusing on essential academic language development for all subjects. It provides direct instruction in vocabulary, language structures, and academic discourse, which are critical for grasping and engaging in content-area learning. AVID teaches students to ask insightful questions, participate in collaborative discussions, and critically evaluate content, which is especially helpful for English Learners managing complex academic texts and discussions in English.	CAASPP

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>Scope: Schoolwide</p>	<p>Additionally, English Learners benefit from peer support and structured group work, offering a low-stress environment to practice language skills. AVID promotes culturally relevant teaching practices, recognizing and valuing the diverse backgrounds of students, thereby enhancing their connection to the curriculum and improving their engagement and learning outcomes. It also includes instruction in study skills, organizational techniques, and self-advocacy. Moreover, AVID helps English Learners succeed in challenging coursework by providing necessary scaffolding, support, and resources to meet high academic standards, which may involve small group instruction or differentiated assignments.</p>	
<p>1.2</p>	<p>Action: Intervention Support During the School Day</p> <p>Need: Academic Achievement</p> <p>Scope: LEA-wide</p>	<p>To support unduplicated students and Special Education students to be successful in mainstream classrooms by having the paraprofessionals support with English Learners, Foster Youth, Low-Income students, and Special Education students. This support will facilitate these students being supported within their classroom setting and provide access to the core curriculum. High dosage tutoring can be beneficial for these subgroups especially for English Learners by allowing more one on one and small group interactions during tutoring where the students will receive more individualized attention to understand students' area of need. Tutoring will support with grammar, vocabulary, reading comprehension, and speaking fluency as well as speaking, listening, reading, and writing in English. English Learners will receive the focused attention and targeted instruction they need to succeed in acquiring English language skills.</p>	<p>iReady Reading and Math Data</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
1.4	<p>Action: Building teacher and administrative efficacy</p> <p>Need: To accelerate student learning and improve student outcome (English Learners and Low Income students have orange performance color on the CA Dashboard.)</p> <p>Scope: LEA-wide</p>	<p>Teachers will be able to address the needs of the English Learners as the teachers learn to plan to implement impactful and high-leverage instructional practices and strategies. Administrators will be aware of the instructional practices to improve student outcomes for English Learners.</p> <p>This action will also support the English Learners and Socioeconomically disadvantaged students by decreasing suspensions and absences and increasing attendance as these student subgroups have orange performance color on the CA Dashboard. Restorative justice can be especially advantageous for English learners as it emphasizes open dialogue and communication. This approach offers English learners valuable chances to practice their language skills in a supportive setting. Participating in discussions about the impact of actions, expressing emotions, and understanding different perspectives can enhance their English proficiency. Restorative justice also incorporates cultural sensitivity and inclusivity, respecting diverse cultural backgrounds and communication styles. This fosters a more welcoming environment for English learners who are navigating cultural differences while acquiring the language. Additionally, the process provides personalized support and guidance, which is beneficial for English learners who may need extra help in understanding procedures or expressing themselves effectively.</p>	CAASPP
1.5	<p>Action: Supplemental Instructional Apps and Technology Support</p>	<p>These software programs will support English Learners by offering a wealth of targeted resources to help them practice key speaking,</p>	CAASPP

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>Need: Student achievement and student engagement</p> <p>Scope: LEA-wide</p>	<p>listening, reading, and writing skills. The programs provide interactive exercises, including games, quizzes, and simulations, that actively engage students and make learning English enjoyable. This personalized approach allows English Learners to progress at their own pace, focusing on areas where they need more practice. Visual aids, animations, and audio prompts enhance comprehension and retention, particularly for those who benefit from multiple modes of instruction beyond text. Additionally, the programs use gamification elements such as badges, rewards, and progress tracking to motivate learners and maintain their engagement.</p>	
<p>1.6</p>	<p>Action: Additional Staff to Monitor Progress and Services for Our Most Vulnerable Student Populations</p> <p>Need: Accelerate Learning</p> <p>Scope: LEA-wide</p>	<p>This action will assist with assessing the most vulnerable populations (English Learners, Foster Youth, and Low Income) who are struggling promptly with services the students need to achieve academic success. Psychologists can advocate for English Learners' needs within the educational system, ensuring they receive appropriate services, accommodations, and support to thrive academically and socially.</p>	<p>iReady Reading and Math Data</p>
<p>1.7</p>	<p>Action: Prepare Students for College and Career Readiness</p> <p>Need:</p>	<p>These action items will increase student engagement and provide inclusive opportunities especially for the English Learners, students with disabilities, Asian, Hispanic, socioeconomically disadvantaged students as they have high percentage of chronic absenteeism according to the CA Dashboard. Proving enrichment activities</p>	<p>iReady Reading and Math Data</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>MPESD data shows that our English Learners and Socioeconomically disadvantaged students experience chronic absenteeism per CA Dashboard data: EL at 27.4% SED at 32.2% Students are more likely to learn when they are in school.</p> <p>Scope: LEA-wide</p>	<p>and elective classes will lead to improvement in student attendance rates, decrease chronic absenteeism and suspension rate which in turn will increase student academic and attendance outcomes.</p>	
<p>1.9</p>	<p>Action: Purchase and Implementation of i-Ready</p> <p>Need: Academic Acceleration</p> <p>Scope: LEA-wide</p>	<p>English Learners will benefit from using iReady as it provides differentiated instruction through personalized learning paths based on diagnostic assessments. This approach ensures that English Learners receive targeted instruction aligned with their current language proficiency level, addressing specific language needs and filling gaps. The program includes lessons on English grammar and language structure, essential for English Learners.</p> <p>iReady supports language development with activities focused on vocabulary development, reading comprehension, and grammar skills, which are crucial for improving English language proficiency. It also incorporates culturally relevant and diverse texts and materials, reflecting different cultures and experiences. This engagement can enhance motivation and learning outcomes for English Learners.</p> <p>iReady tracks students' progress over time, enabling teachers to identify areas where English Learners need additional support and adjust instruction accordingly. The program includes</p>	<p>iReady Reading and Math Data</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>visual aids, audio support, and interactive elements, which help English Learners understand content more effectively, especially when facing language barriers.</p> <p>MPESD will continue to provide teacher support with data and reports on all students, including English Learners, helping teachers make informed decisions about instructional strategies and interventions. iReady serves as a valuable tool for English Learners by offering tailored instruction, supporting language development, and equipping teachers with the resources needed to meet the diverse needs of their students.</p>	
<p>2.1</p>	<p>Action: Hire new teachers for class size reduction</p> <p>Need: Academic Acceleration (Per CA Dashboard, MPESD has red performance colors in ELA and Math for English Learners and red performance color for math for Low Income students.)</p> <p>Scope: LEA-wide</p>	<p>MPESD is dedicated to delivering exceptional education and enhancing support for diverse learners by implementing smaller class sizes. This approach allows teachers to better address the needs of students, including those with learning disabilities and English language learners, ensuring that every student has the opportunity to succeed. Reducing class sizes also promotes equity by helping to bridge educational disparities, particularly benefiting students from underprivileged backgrounds who may lack additional support outside of school. With smaller classes, teachers can provide more personalized attention, quickly identifying and addressing learning challenges while accommodating different learning styles and paces. Additionally, this environment fosters stronger teacher-student relationships, making students more comfortable in asking questions, participating in discussions, and seeking help when needed.</p>	<p>iReady Reading and Math, CAASPP, and ELPAC</p>
<p>2.2</p>	<p>Action: Support teachers</p>	<p>Teachers who can provide quality daily instruction that provides access to grade-level standards and</p>	<p>iReady Reading and Math Data</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>new to the teaching profession.</p> <p>Need: Accelerate Student Learning</p> <p>Scope: LEA-wide</p>	<p>differentiating instructional practices can support students' academic growth.</p> <p>Proficiency in reading is foundational for academic success across all subjects. Interventions that strengthen reading skills enable English Learners to better comprehend and engage with content in other subjects taught in English.</p> <p>English Learners often need targeted instruction that addresses their specific language acquisition needs. Intensive reading interventions are designed to provide focused support, helping English Learners improve their reading skills in English.</p> <p>Mentorship provides new teachers with the knowledge, skills, and confidence needed to effectively support English Learners in their classrooms, ultimately leading to improved academic outcomes for the English Learners.</p> <p>The SVMI support will equip the teachers to analyze student work to identify patterns of understanding, misconceptions, and areas where English Learners may struggle. This analysis helps in understanding the specific needs of students and informs instructional decisions. The teachers can use formative assessment strategies to check for understanding, provide timely feedback, and modify instructional strategies to better meet the needs of English Learners.</p>	
2.3	<p>Action: Internet access and technology Devices</p> <p>Need: Accelerate Learning and provide equity</p>	<p>The district will continue to provide internet and technology devices to students (English Learners, Foster Youth, Homeless, and Low Income) that need access as technology devices for support with academics at school and at home. The district will also offer curriculum in hard copies and online.</p>	CAASPP

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>Scope: Schoolwide</p>	<p>Providing internet access and technology devices ensures equitable access to educational opportunities for all students, regardless of socioeconomic background. This action item helps level the playing field and reduces the achievement gap by equipping English Learners with the necessary tools for academic success. With internet access, English Learners can tap into a wide range of online learning resources, such as language learning apps, educational websites, and digital libraries. These resources offer interactive and immersive learning experiences that can significantly enhance their language skills.</p>	
<p>2.4</p>	<p>Action: Safe School Facilities</p> <p>Need: Academic Acceleration</p> <p>Scope: LEA-wide</p>	<p>A safe and healthy environment is fundamental to effective learning. When students feel safe and secure in their physical environment, they can better focus on their studies and participate actively in classroom activities. This is particularly important for English Learners who may already be navigating language barriers and cultural adjustments.</p>	<p>iReady Reading and Math</p>
<p>2.5</p>	<p>Action: Supplemental materials to Support Core Instruction</p> <p>Need: Accelerate Learning</p> <p>Scope: LEA-wide</p>	<p>Providing supplemental curriculum and additional resources will accelerate the language acquisition process for English Learners. English Learners will benefit from additional support in acquiring English language skills. Supplemental curriculum is specifically designed to address their language needs and it will help English Learners grasp English more effectively and rapidly. Having hard copies of curriculum materials ensures equitable access, supports various learning styles, facilitates home learning, and enhances comprehension for English Learners, making the educational</p>	<p>iReady Reading and Math Data</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>experience more inclusive and effective. By providing hard copies, all students, regardless of their access to technology, can engage with the curriculum. This approach caters to different learning preferences and allows students to study at home without the need for digital devices, ensuring that everyone has the opportunity to succeed academically.</p>	
<p>3.1</p>	<p>Action: Provide Support to Families of Most Vulnerable Student Subgroups</p> <p>Need: Decrease chronic absenteeism</p> <p>Scope: LEA-wide</p>	<p>FCM will provide support and resources to our most vulnerable students such as English Learners, foster, and low income students to ensure they have the essentials such as school supplies, food, school transportation, and other life essentials to enable students to engage in school and improve academic success and attendance. Learning a new language can be challenging often causing emotional stress or anxiety. Counselors provide emotional support and guidance, helping English Learners and other learners navigate these feelings effectively.</p>	<p>Chronic Absenteeism</p>
<p>3.3</p>	<p>Action: Improve Student Engagement and Attendance</p> <p>Need: Improve Attendance and Engagement (Per CA Dashboard, English Learners and low income students have red performance color for chronic absenteeism.)</p>	<p>The Student Advisor will play a critical role in ensuring that behavioral expectations are communicated in a culturally sensitive manner and in bridging any cultural gaps that could impact English Learners' understanding or compliance with PBIS (Positive Behavioral Interventions and Supports) principles. English learners often face language barriers that can hinder their comprehension of behavioral expectations or the consequences of their actions. Moreover, these students may come from diverse educational backgrounds with varying behavioral norms. The Student Advisor will provide language support by translating materials and explaining expectations in a manner that is accessible and understandable</p>	<p>Attendance Rate</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>Scope: LEA-wide</p>	<p>for English Learners. This proactive approach not only facilitates clarity but also fosters a supportive environment where all students, regardless of linguistic or cultural background, can effectively engage with and adhere to behavioral expectations within the school community. Having the libraries offer a wide range of books covering various genres, topics, and difficulty levels will allow English learners to explore different writing styles, vocabulary, and subject matter, which can enrich their language skills. Reading regularly is essential for improving vocabulary, comprehension, and reading fluency. Library books provide ample opportunities for learners to practice reading in English, helping them become more proficient over time.</p>	
<p>3.4</p>	<p>Action: Improve School Climate</p> <p>Need: Improve Attendance</p> <p>Scope: Schoolwide</p>	<p>They actively engage with students who speak languages other than English and ensure that everyone feels valued and respected, which is crucial for creating a conducive learning environment. Campus Supervisors monitor the overall school environment and promptly address any issues or challenges that may arise among English Learners. This includes addressing potential conflicts and intervening promptly when issues specifically affect English Learners, who often encounter unique challenges related to language proficiency and cultural adaptation. Campus Supervisors provide targeted support by understanding the cultural backgrounds of English Learners and facilitating their integration into the school community. This proactive approach aims to enhance school climate by improving attendance, increasing student engagement, and boosting academic achievement, particularly for</p>	<p>Attendance Rate</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
		English Learners, Foster Youth, Homeless, and Low-Income students. These efforts contribute to a more inclusive and supportive educational environment where all students can thrive.	
3.6	<p>Action: Parent Engagement</p> <p>Need: Parent Engagement for student academic acceleration</p> <p>Scope: LEA-wide</p>	Parents bring valuable cultural and linguistic knowledge that can significantly enrich the educational experience of English Learners. They play a crucial role in bridging any cultural gaps between home and school, ensuring their children feel supported and understood in both environments. Engaged parents advocate for their children's needs within the school system, ensuring they receive appropriate support and resources to succeed academically. When English Learners know that their parents are actively interested and involved in their education, it can boost their confidence and motivation to excel in school. Additionally, parents of English Learners become familiar with reclassification criteria and ELPAC assessment results, as well as district supports available to their children. This understanding empowers parents to actively participate in educational decisions and interventions that benefit their children's language development and academic progress.	Student, Staff, and Parent (LCAP) Survey, Attendance Rate, Reclassification Rate
3.7	<p>Action: Parent Engagement</p> <p>Need: Parent Engagement for Educational Support</p> <p>Scope: LEA-wide</p>	Access to technology is crucial for parents of English learners as it facilitates various forms of educational support and communication with schools. It enables parents to access language assistance resources, assist with homework digitally, and develop digital literacy skills. Additionally, technology supports parents in engaging with the school community, staying informed about their child's academic progress, and participating in educational activities. These resources empower parents to actively engage in	Student, Staff, and Parent (LCAP) Survey and iReady Reading and Math Data

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>their child's education, providing them with tools to support learning at home and collaborate effectively with teachers. This active involvement contributes significantly to their child's academic success by fostering a supportive home learning environment that complements classroom instruction. Ensuring access to technology for parents of English learners is essential for promoting educational equity and enhancing overall family engagement in education.</p>	
<p>3.8</p>	<p>Action: Parent Engagement</p> <p>Need: Parent Engagement for Student Academic Acceleration</p> <p>Scope: LEA-wide</p>	<p>Many parents, especially those who are not fluent in English or who are unfamiliar with technology, may encounter challenges with using devices, accessing educational platforms, or troubleshooting technical issues. IT support provides guidance and assistance to help parents navigate these challenges effectively. Tech Support Staff will provide Bilingual Data Technician support to assist families by walking them through the process of downloading applications, logging in, accessing the internet, and assisting with the use of technology devices. This is crucial for parents who are English learners themselves. Clear instructions and guidance in their native language enable parents of English Learners to effectively use technology to support their child's education and stay engaged with school activities.</p>	<p>Student, Staff, and Parent (LCAP) Survey and iReady Reading and Math Data</p>

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.

N/A

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.

MPESD has all schools exceeding the 55 percent threshold of foster youth, English learners (EL), and low-income students. The additional concentration grant add-on funding will be strategically utilized to increase the staff providing direct services to students at these schools (Goal 1, Action 2/Goal 2, Action 1), especially the already robust English Language Development (ELD) program, providing additional tutoring support and investing in additional technological assistive devices and software for translation support (Goal 1, Action 5). Professional development for teachers and staff will be expanded to include ongoing training on best practices for supporting EL students. (Goal 1, Action 4) The instructional coaches will be dedicated to support the teachers in English Language Arts and Designated and Integrated English Language Development (ELD) (Goal 2, Action 2). District-wide, all Title 1 schools will benefit from specific actions outlined in each site's School Plan for Student Achievement (SPSA) to support low-income and educationally disadvantaged students. The district office will provide additional resources and training for foster youth liaisons (Goal 3, Action 1). These comprehensive strategies, already above and beyond what is provided at schools with lower concentrations, will ensure that students will receive the necessary support to succeed academically and personally. Regular assessments and feedback mechanisms will be used to monitor the effectiveness of these initiatives and assessments and feedback mechanisms will be used to monitor the effectiveness of these initiatives and make necessary adjustments.

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	N/A	August Boeger Middle School 1:33, Mt. Pleasant Elementary 1:29, Robert Sanders Elementary 1:29, Valle Vista Elementary 1:41
Staff-to-student ratio of certificated staff providing direct services to students	N/A	August Boeger Middle School 1:16, Mt. Pleasant Elementary 1:17, Robert Sanders Elementary 1:18, Valle Vista Elementary 1:23

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	\$12,289,673	\$3,980,454	32.389%	0.000%	32.389%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$3,980,454.00	\$3,686,883.00	\$138,000.00	\$160,600.00	\$7,965,937.00	\$5,137,210.00	\$2,828,727.00

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	Planned Percentage of Improved Services
1	1.1	AVID Implementation and Professional Development	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: August Boeger Middle School and Robert Sanders Elementary School AB: 6-8 and RS: TK-5	2024-2025	\$0.00	\$35,000.00	\$35,000.00				\$35,000.00	
1	1.2	Intervention Support During the School Day	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2025	\$290,965.00	\$56,666.00	\$314,631.00			\$33,000.00	\$347,631.00	
1	1.3	Extended Learning Support Beyond the Regular School Day	All	No			All Schools	2024-2025	\$1,400,000.00	\$500,000.00		\$1,900,000.00			\$1,900,000.00	
1	1.4	Building teacher and administrative efficacy	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2025	\$0.00	\$50,000.00	\$10,000.00			\$40,000.00	\$50,000.00	
1	1.5	Supplemental Instructional Apps and Technology Support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2025	\$3,000.00	\$78,780.00	\$81,780.00				\$81,780.00	
1	1.6	Additional Staff to Monitor Progress and Services for Our Most Vulnerable Student Populations	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2025	\$192,957.00	\$0.00	\$192,957.00				\$192,957.00	

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	Planned Percentage of Improved Services
1	1.7	Prepare Students for College and Career Readiness	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2025	\$177,136.00	\$266,241.00	\$443,377.00	\$0.00			\$443,377.00	
1	1.8	Arts and Music	All	No			All Schools	2024-2025	\$165,850.00	\$691,462.00		\$857,312.00			\$857,312.00	
1	1.9	Purchase and Implementation of i-Ready	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2025	\$0.00	\$114,457.00	\$68,658.00	\$45,799.00			\$114,457.00	
1	1.10	District wide Librarian	All	No			All Schools	2024-2025	\$130,000.00	\$0.00			\$130,000.00		\$130,000.00	
2	2.1	Hire new teachers for class size reduction	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2025	\$1,772,468.00	\$0.00	\$1,772,468.00				\$1,772,468.00	
2	2.2	Support teachers new to the teaching profession.	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2025	\$249,678.00	\$78,600.00	\$69,877.00	\$174,801.00		\$83,600.00	\$328,278.00	
2	2.3	Internet access and technology Devices	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: August Boeger Middle and Ida Jew Middle School Students 6-8	2024-2025	\$0.00	\$10,000.00	\$10,000.00				\$10,000.00	
2	2.4	Safe School Facilities	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2025	\$0.00	\$5,000.00	\$5,000.00				\$5,000.00	
2	2.5	Supplemental materials to Support Core Instruction	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2025	\$0.00	\$91,186.00	\$22,494.00	\$68,692.00			\$91,186.00	
2	2.6	Designated and Integrated ELD Curriculum and ELD professional development for teachers for EL and LTEL	All	No			All Schools	2024-2025	\$0.00	\$42,868.00		\$42,868.00			\$42,868.00	

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	Planned Percentage of Improved Services
3	3.1	Provide Support to Families of Most Vulnerable Student Subgroups	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income		2024-2025	\$225,772.00	\$4,000.00	\$225,772.00			\$4,000.00	\$229,772.00	
3	3.2	Community Schools	All	No			Specific Schools: August Boeger Middle School and Mount Pleasant Elementary School TK-8	2024-2025	\$0.00	\$485,411.00		\$485,411.00			\$485,411.00	
3	3.3	Improve Student Engagement and Attendance	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Specific Schools: August Boeger Middle School 6-8	2024-2025	\$91,281.00	\$40,000.00	\$131,281.00				\$131,281.00	
3	3.4	Improve School Climate	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: August Boeger Middle school August Boeger Middle School 6-8	2024-2025	\$92,791.00	\$5,000.00	\$97,791.00				\$97,791.00	
3	3.5	Improve School Climate	All	No			All Schools	2024-2025	\$0.00	\$112,000.00		\$112,000.00			\$112,000.00	
3	3.6	Parent Engagement	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2025	\$3,000.00	\$11,000.00	\$6,000.00		\$8,000.00		\$14,000.00	
3	3.7	Parent Engagement	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2025	\$213,125.00	\$151,056.00	\$364,181.00				\$364,181.00	
3	3.8	Parent Engagement	English Learners Foster Youth	Yes	LEA-wide	English Learners Foster Youth	All Schools	2024-2025	\$129,187.00	\$0.00	\$129,187.00				\$129,187.00	

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	Planned Percentage of Improved Services
			Low Income			Low Income										

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
\$12,289,673	\$3,980,454	32.389%	0.000%	32.389%	\$3,980,454.00	0.000%	32.389 %	Total:	\$3,980,454.00
								LEA-wide Total:	\$3,837,663.00
								Limited Total:	\$0.00
								Schoolwide Total:	\$142,791.00

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	1.1	AVID Implementation and Professional Development	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: August Boeger Middle School and Robert Sanders Elementary School AB: 6-8 and RS: TK-5	\$35,000.00	
1	1.2	Intervention Support During the School Day	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$314,631.00	
1	1.4	Building teacher and administrative efficacy	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$10,000.00	
1	1.5	Supplemental Instructional Apps and Technology Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$81,780.00	
1	1.6	Additional Staff to Monitor Progress and Services for Our Most Vulnerable Student Populations	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$192,957.00	

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	1.7	Prepare Students for College and Career Readiness	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$443,377.00	
1	1.9	Purchase and Implementation of i-Ready	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$68,658.00	
2	2.1	Hire new teachers for class size reduction	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,772,468.00	
2	2.2	Support teachers new to the teaching profession.	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$69,877.00	
2	2.3	Internet access and technology Devices	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: August Boeger Middle and Ida Jew Middle School Students 6-8	\$10,000.00	
2	2.4	Safe School Facilities	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$5,000.00	
2	2.5	Supplemental materials to Support Core Instruction	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$22,494.00	
3	3.1	Provide Support to Families of Most Vulnerable Student Subgroups	Yes	LEA-wide	English Learners Foster Youth Low Income		\$225,772.00	
3	3.3	Improve Student Engagement and Attendance	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Specific Schools:	\$131,281.00	
3	3.4	Improve School Climate	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: August Boeger Middle school 6-8	\$97,791.00	
3	3.6	Parent Engagement	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$6,000.00	
3	3.7	Parent Engagement	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$364,181.00	

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 (%)
3	3.8	Parent Engagement	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$129,187.00	

2023-24 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$5,486,911.00	\$5,167,822.00

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)
1	1.1	AVID Implementation	Yes	\$60,000.00	\$31,988
1	1.2	Intervention Support During the School Day	Yes	\$417,483.00	\$374,331
1	1.3	Extended Learning Support Beyond the Regular School Day	Yes	\$255,000.00	\$302,675
1	1.4	Building teacher and administrative efficacy	Yes	\$36,500.00	\$35,102
1	1.5	Supplemental Instructional Curriculum and supplies	Yes	\$99,964.00	\$113,151
1	1.6	Additional Staff to Monitor Progress and Services for Our Most Vulnerable Student Populations	Yes	\$214,746.00	\$163,013
1	1.7	Prepare Students for College and Career Readiness	Yes	\$970,744.00	\$627,163
1	1.8	Purchase and Implementation of i-Ready	Yes	\$117,000.00	\$114,457
2	2.1	Maintain and recruit qualified and experienced teachers	Yes	\$1,745,184.00	1,973,402
2	2.2	Support teachers new to the teaching profession.	Yes	\$125,997.00	\$98,945
2	2.3	Internet access and technology Devices	Yes	\$20,000.00	\$6,899

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.4	Safe School Facilities	Yes	\$60,000.00	\$17,731
2	2.5	Access to Standard Based Curriculum	Yes	\$299,813.00	\$135,212
3	3.1	Provide Support to Families of Most Vulnerable Student Subgroups	Yes	\$386,775.00	\$407,825
3	3.2	Improve Student Engagement and Attendance	Yes	\$125,628.00	\$188,869
3	3.3	Improve School Climate	Yes	\$170,017.00	\$166,830
3	3.4	Parent Engagement	Yes	\$7,000.00	\$9,361
3	3.5	Parent Engagement	Yes	\$262,848.00	\$282,691
3	3.6	Parent Engagement	Yes	\$112,212.00	\$118,177

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)
4,222,630	\$4,220,589.00	\$4,222,630.00	(\$2,041.00)	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)
1	1.1	AVID Implementation	Yes	\$60,000.00	31,988	0	
1	1.2	Intervention Support During the School Day	Yes	\$417,483.00	374,331	0	
1	1.3	Extended Learning Support Beyond the Regular School Day	Yes	\$25,000.00	57,570	0	
1	1.4	Building teacher and administrative efficacy	Yes	\$21,500.00	3,700	0	
1	1.5	Supplemental Instructional Curriculum and supplies	Yes	\$99,964.00	113,151	0	
1	1.6	Additional Staff to Monitor Progress and Services for Our Most Vulnerable Student Populations	Yes	\$214,746.00	163,013	0	
1	1.7	Prepare Students for College and Career Readiness	Yes	\$441,527.00	427,162	0	
1	1.8	Purchase and Implementation of i-Ready	Yes	\$75,000.00	77,324	0	
2	2.1	Maintain and recruit qualified and experienced teachers	Yes	\$1,745,184.00	1,973,402	0	
2	2.2	Support teachers new to the teaching profession.	Yes	\$65,997.00	73,045	0	
2	2.3	Internet access and technology Devices	Yes	\$20,000.00	0	0	
2	2.4	Safe School Facilities	Yes	\$20,000.00	0	0	

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
2	2.5	Access to Standard Based Curriculum	Yes	\$199,813.00	44,384	0	
3	3.1	Provide Support to Families of Most Vulnerable Student Subgroups	Yes	\$256,775.00	280,370	0	
3	3.2	Improve Student Engagement and Attendance	Yes	\$85,628.00	132,169	0	
3	3.3	Improve School Climate	Yes	\$93,912.00	68,800	0	
3	3.4	Parent Engagement	Yes	\$3,000.00	1,353	0	
3	3.5	Parent Engagement	Yes	\$262,848.00	282,691	0	
3	3.6	Parent Engagement	Yes	\$112,212.00	118,177	0	

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)
13,549,122	4,222,630	0	31.165%	\$4,222,630.00	0.000%	31.165%	\$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.

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 2024–25 or when adding a new metric.	Enter information in this box when completing the LCAP for 2024–25 or when adding a new metric.	Enter information in this box when completing the LCAP for 2025–26 . Leave blank until then.	Enter information in this box when completing the LCAP for 2026–27 . Leave blank until then.	Enter information in this box when completing the LCAP for 2024–25 or when adding a new metric.	Enter information in this box when completing the LCAP for 2025–26 and 2026–27 . 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).