



# LCFF Budget Overview for Parents

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

CDS Code: 41689650000000

School Year: 2025-26

LEA contact information:

Kristen Gracia

Superintendent

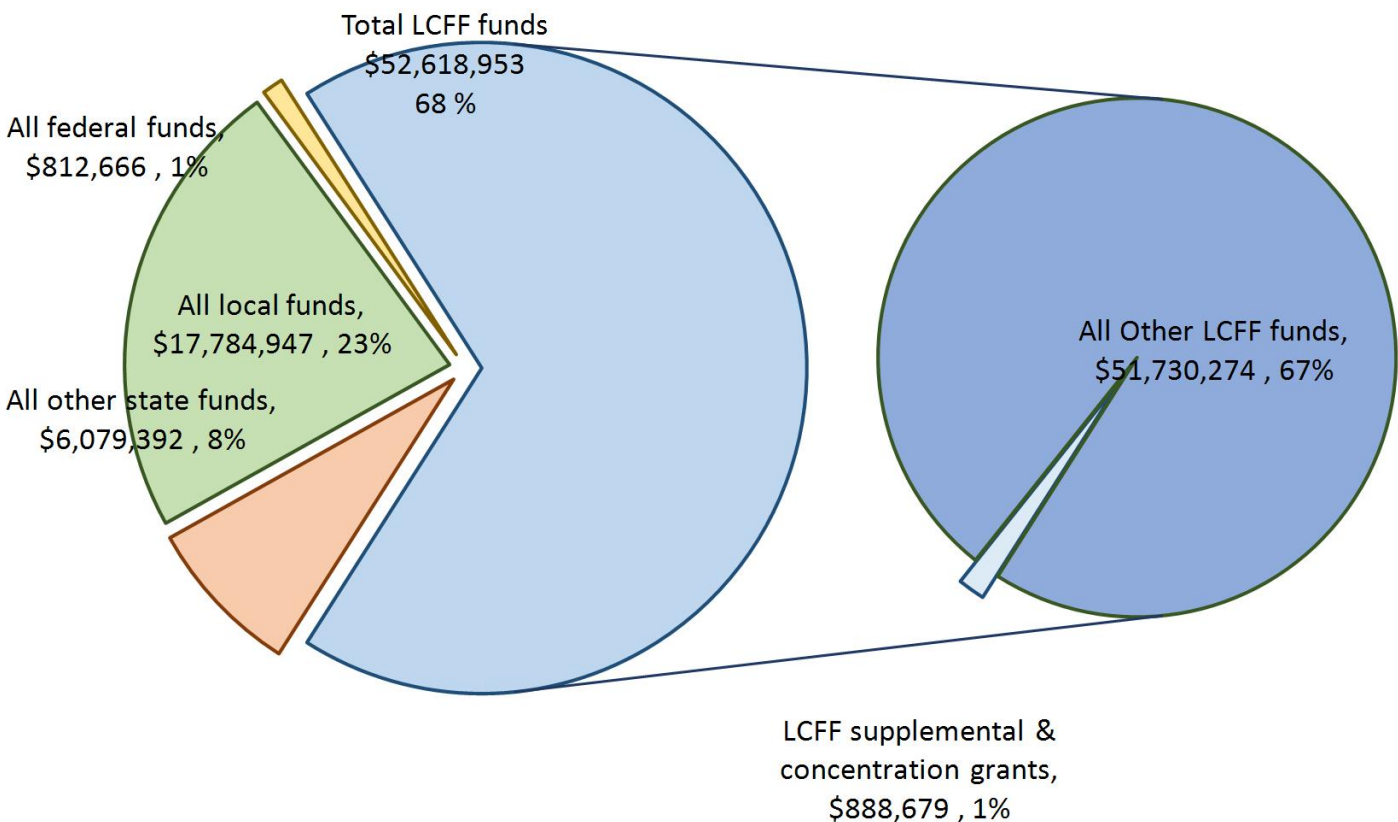
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School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "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 2025-26 School Year

### Projected Revenue by Fund Source

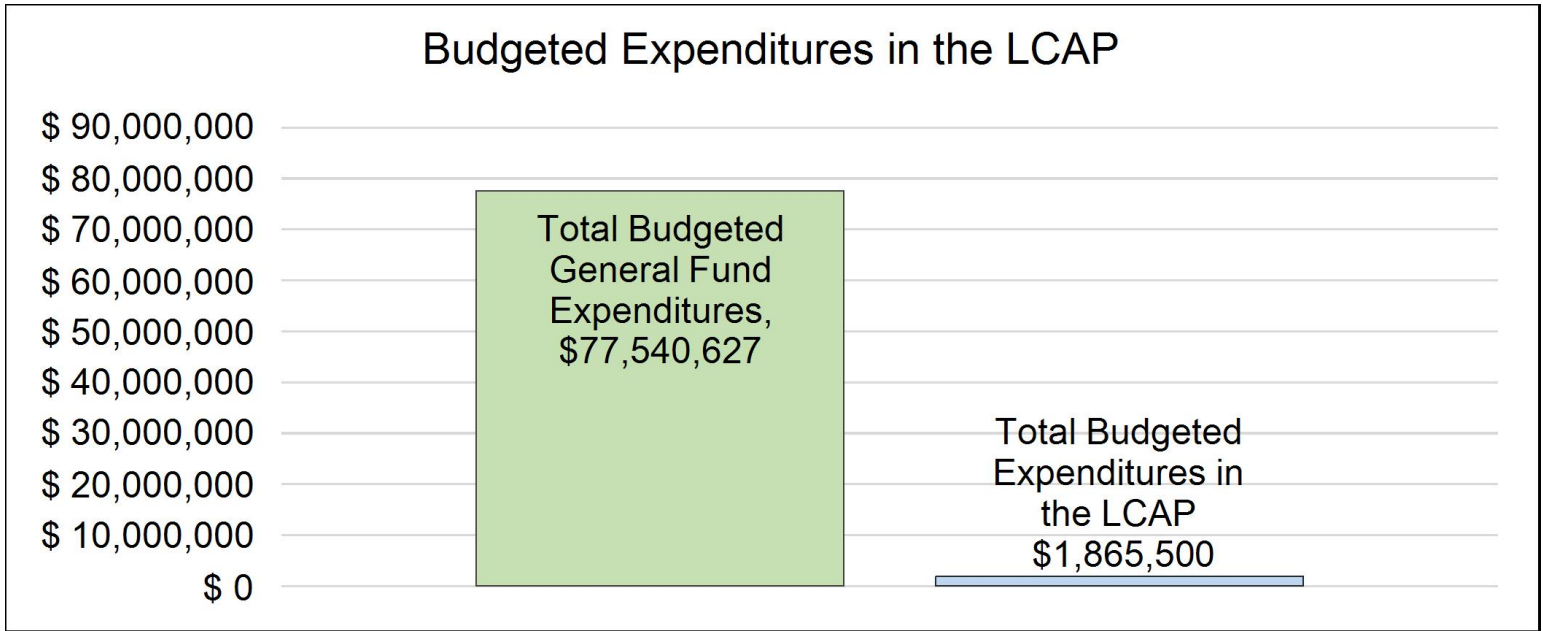


This chart shows the total general purpose revenue Menlo Park City Elementary School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Menlo Park City Elementary School District is \$77,295,958, of which \$52,618,953 is Local Control Funding Formula (LCFF), \$6,079,392 is other state funds, \$17,784,947 is local funds, and \$812,666 is federal funds. Of the \$52,618,953 in LCFF Funds, \$888,679 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

# LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much Menlo Park City Elementary School District plans to spend for 2025-26. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Menlo Park City Elementary School District plans to spend \$77,540,627 for the 2025-26 school year. Of that amount, \$1,865,500 is tied to actions/services in the LCAP and \$75,675,127 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

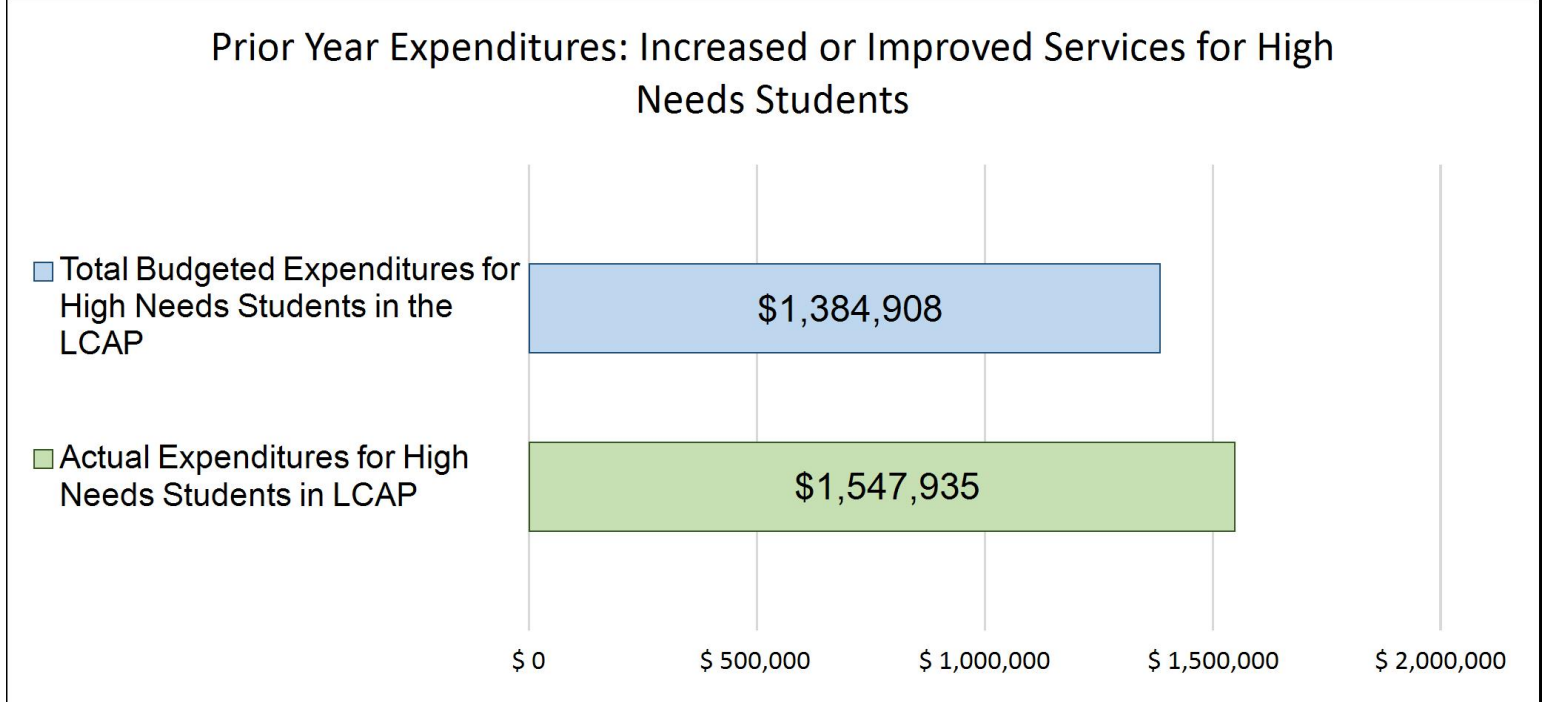
District Office, Administration, Site Expenditures, M.O.T (maintenance, operations, transportation), ongoing Technology, non-instructional expenses and staff salaries/benefits.

## Increased or Improved Services for High Needs Students in the LCAP for the 2025-26 School Year

In 2025-26, Menlo Park City Elementary School District is projecting it will receive \$888,679 based on the enrollment of foster youth, English learner, and low-income students. Menlo Park City Elementary School District must describe how it intends to increase or improve services for high needs students in the LCAP. Menlo Park City Elementary School District plans to spend \$1,540,000 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 2024-25



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

The text description of the above chart is as follows: In 2024-25, Menlo Park City Elementary School District's LCAP budgeted \$1,384,908 for planned actions to increase or improve services for high needs students. Menlo Park City Elementary School District actually spent \$1,547,935 for actions to increase or improve services for high needs students in 2024-25.

The difference between the budgeted and actual expenditures of \$163,027 had the following impact on Menlo Park City Elementary School District's ability to increase or improve services for high needs students:

The difference is due to salary increases.



# Local Control and Accountability Plan

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

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

## Plan Summary [2025-26]

### General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA. LEAs may also provide information about their strategic plan, vision, etc.

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

Our student body reflects a rich diversity: 46% White, 21% Hispanic Latino, 18% Asian, 13% Multi-Race, and smaller percentages of Pacific Islander, African American, and Filipino students. We also welcome 7% English Language Learners (ELL) and 8% Reclassified Fluent English Proficient (RFEP) students, each embarking on a unique journey in pursuit of knowledge. Committed to inclusivity, we prioritize serving English Language Learners, our largest underrepresented student group. We aim to empower English Language Learners to achieve readiness for high school A-G courses and to foster equitable opportunities for all students by eliminating the designation of "long-term" English Language Learner status. MPCSD graduates join graduates from two neighboring K-8 districts--Las Lomas and Ravenswood--in matriculating to Menlo-Atherton High School in the Sequoia Union High School District.

As a "community-funded" district, 86%% of our revenues come from local taxpayers. In the fiscal year 2024-25, our budget totaled \$76 million, with the majority sourced from property tax revenues (62%) and supplemented by parcel tax revenue (16%), contributions from Menlo Park-Atherton Education Foundation (5%), and other local donors (3%). Federal and state allocations, including LCFF minimum guarantees,

contribute 14%. We thank our educational partners for their support in creating an environment where every student can excel. Together, we cultivate a space where learning flourishes, preparing our students to engage, achieve, and thrive.

We launched the school year with our updated vision: Educating and empowering students while embracing childhood and adolescence. Guided by this vision, our staff is actively implementing MPCSD's three strategic directions: growing student belonging, strengthening academic excellence, and creating inspiring environments. Specific actions and measurable outcomes support each direction to ensure meaningful progress for all students. As we move forward, we encourage our community to engage with these priorities and explore the detailed plans that outline how we make this vision a reality.

NOTE: No schools in the LEA receive Equity Multiplier Funding.

## Reflections: Annual Performance

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

The California School Dashboard is part of California's accountability system and shows student performance for every public school and school district in the state. The performance level is color-coded in the California School Dashboard, which uses a five-color system—ranging from red (lowest) to blue (highest)—to indicate how well schools and student groups are performing on state measures by combining current performance and improvement over time. The dashboard includes state and local measures. State measures are gathered from reported data, and local measures are self-reported yearly based on internal reviews. The CA Dashboard indicators for MPCSD:

- \* Academic Performance - English Language Arts and Math (based on CAASPP scores)
- \* Chronic Absenteeism - based on attendance
- \* English Learner Progress - based on ELPAC performance
- \* Suspension Rate - based on the number of students who were suspended in the previous year

In 2024, 1691 students in grades 3-8 were tested on the Smarter Balanced Summative Assessment for English Language Arts/Literacy at MPCSD. The districtwide performance showed that 79% of students met or exceeded the standard. This is a 1% decrease compared to 2023's ELA achievement results. As for the Mathematics Summative Assessment, 1704 students took it, of which 78% scored standard met or exceeded, equivalent to the percentage of students demonstrating proficiency in 2023. Among these students, 57% scored at Level 4 Standard Exceeded, 21% at Level 3 Standard Met, 13% at Level 2 Standard Nearly Met, and 9% at Level 1 Standard Not Met. For the CA Science Assessment, 565 students took it, and 68% of the scored standards were met or exceeded, a decrease of 3% from 2023. Among these students, 37% scored at Level 4 Standard Exceeded, 32% at Level 3 Standard Met, 28% at Level 2 Standard Nearly Met, and 4% at Level 1 Standard Not Met.

A California Dashboard Analysis:

MPCSD Performance Highlights on the 2024 Dashboard

Chronic Absenteeism: Performance level changed from orange in 2023 to green in 2024, while English Learners improved from orange in 2023 to yellow in 2024.

Suspension Rate: The performance level remained blue in 2024, but that of Students with Disabilities changed from yellow in 2023 to green in 2024, and that of Pacific Islander Students changed from orange in 2023 to blue in 2024.

English Language Arts: Performance level changed from green in 2023 to blue in 2024

Mathematics: The performance level remained blue in 2024, while the performance level of Students from SED Families changed from orange in 2023 to green in 2024.

Science: On average, students taking the CAST scored 6.6 points above standard.

English Learner Progress indicated 105 students took the ELPAC summative assessment. 50% of EL students progressed at least one level on the ELPAC

#### MPCSD Performance Opportunities on the 2024 Dashboard

Suspension Rate: The performance level remained blue in 2024, while the performance level of English Learners changed from green in 2023 to orange in 2024, the performance level of Hispanics changed from yellow in 2023 to orange in 2024, and the performance level of students from Socioeconomically Disadvantaged families changed from green in 2023 to orange in 2024.

English Language Arts: Performance level changed from green in 2023 to blue in 2024, while Hispanic performance level changed from green in 2023 to yellow in 2024.

Mathematics: Performance level remained blue in 2024, while English Learners decreased from green in 2023 to yellow in 2024, and Two or More Races decreased from blue in 2023 to green in 2024

English Learner Progress: Performance level changed from yellow in 2023 to orange in 2024

Encinal Elementary School: Encinal's 2024 performance levels indicate disparities in English Language Arts (ELA) performance, with students designated as Socioeconomically Disadvantaged (SED) showing performance level orange.

Hillview Middle School Suspension Rate: Hillview's 2024 data indicates that English Learners (EL) and Socioeconomically Disadvantaged (SED) students face a disproportionately high rate of suspensions, orange, while Hispanic students also experience elevated suspension rates, though to a lesser extent, yellow. Performance levels indicate disparities in English Language Arts (ELA) performance, with students designated as Students with Disabilities (SWD) showing performance level orange. Math performance levels show students designated as English Language Learners (ELL) and Students with Disabilities (SWD), showing performance level orange.

#### Learning Recovery Block Grant

The Menlo Park City School District (MPCSD) has fully allocated and exhausted funds for the initial Learning Recovery Emergency Block Grant (LREBG) to be spent between 2022 and 2025. The state has since allocated additional LREBG funds to school districts for 2025-2027. The final dollar amount was not released until May 2025, in time for the planning and approval of the 2025-26 LCAP. The state mandates that the district integrate at least one or more actions funded by the LREBG into their Local Control and Accountability Plans (LCAPs) for the 2025-26, 2026-27, and 2027-28 school years, ensuring a sustained and strategic approach to learning recovery. MPCSD will integrate the additional state-provided funds into the updated LCAP, outlining how funds will be utilized in the 2026-27 school year."

#### Districtwide Instructional Commitments

MPCSD will continue its commitment to improving student achievement through focused implementation of key strategies. Specifically, the district is broadening English Language Development (ELD) practices by integrating ELD standards and instructional strategies into homeroom and specialist classes beyond the designated ELD class. This will be achieved through a district-wide focus on ELD standards and three key instructional strategies: engaging students in meaningful small-group discussions, monitoring student thinking to structure discussions, and collaborative problem-solving. Simultaneously, to enhance ELA achievement, MPCSD will implement a three-pronged

approach: a standard K-3 foundational skills curriculum (Heggerty: Bridge to Reading), a 4-5 grade focus on Word Study Morphology (Words Their Way and Wordly Wise), and a 6-8 grade focus on content area literacy and comprehending complex text. Furthermore, new reading benchmark tools, including Heggerty Bridge to Reading in third grade and iReady Reading district-wide, will provide more diagnostic information about student reading abilities, and iReady Math will be piloted next year, allowing for targeted support based on student strengths and needs.

## Reflections: Technical Assistance

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

Menlo Park City School District does not receive Technical Assistance.

## Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

### ***Schools Identified***

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

The Every Student Succeeds Act (ESSA) requires state educational agencies to determine school eligibility for comprehensive support and improvement (CSI). Local educational agencies (LEAs) with schools that meet the criteria for CSI must partner with stakeholders to locally develop and implement a plan to improve student outcomes. Menlo Park City School District schools were not identified for comprehensive support and improvement under the Every Student Success Act.

### ***Support for Identified Schools***

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

Menlo Park City School District schools were not identified for comprehensive support and improvement under the Every Student Success Act.

### ***Monitoring and Evaluating Effectiveness***

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

Menlo Park City School District schools were not identified for comprehensive support and improvement under the Every Student Success Act.

# Engaging Educational Partners

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

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

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

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

| Educational Partner(s)   | Process for Engagement   |
|--|--|
| <p>LCAP Committee (Parents, Parents/Care Givers of Students with IEPS, Middle School Students, Certificated Staff, Classified Staff)</p> | <p>A strong approach to engaging educational partners in developing the Local Control and Accountability Plan (LCAP) is rooted in open communication and authentic collaboration. This year, we are proud to include student members, ensuring their voices play a vital role in shaping the district’s vision. Our process prioritizes intentional engagement with diverse stakeholders, including educators, school leaders, district staff, union representatives, families, and students. By actively seeking input, fostering inclusive discussions, and embracing a range of perspectives, MPCSD continues to refine its LCAP to align with the community’s priorities and meet the evolving needs of its schools. LCAP Advisory members will receive written responses from the superintendent if questions or comments arise:</p> <p>9.24.2024: Members clearly understood their roles and responsibilities in shaping the district’s plan to support student success. They reviewed the actions and services outlined in the LCAP, exploring how these initiatives align with district goals and student needs. Additionally, members collaborated to develop empathy interview questions for staff to conduct, ensuring meaningful student input to guide future decisions and improve educational outcomes.</p> <p>10.22.2024: Members had the opportunity to hear from student members, specifically 8th-grade Long-Term English Learners (LTELs), who provided valuable insights into their experiences. They</p> |

| Educational Partner(s) | Process for Engagement   |
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|                        | <p>shared that they generally feel safe on campus and appreciate having trusted adults for support. Many expressed a love for math and emphasized that patient teachers who break down lessons into smaller, manageable parts help them learn best.</p> <p>Additionally, students provided perspectives on why certain student groups struggle to meet standards. They noted that some students have responsibilities at home, such as caring for younger siblings while their parents work, which affects their ability to complete schoolwork. They also shared that lack of sleep leaves some students too tired to focus in class, and some rush through their work, impacting their understanding and performance. After these discussions, the group examined data and reflected on key trends. Looking ahead, members discussed the following steps, including gathering additional stakeholder input and refining strategies to better support student learning and success.</p> <p>1.28.2025: Members received a mid-year update on LCAP implementation and progress, reviewing key actions and their impact. The team examined initial qualitative data, focusing on student empathy survey results related to chronic absenteeism, and reflected on emerging themes. While we do not yet have quantitative data, understanding students' experiences provides valuable insights. Through empathy interviews with chronically absent students, key challenges were identified, including stress about late or missing work, logistical difficulties with family schedules, and concerns about catching up on assignments. These insights help guide targeted interventions to better support students and improve attendance. Looking ahead, the group discussed further data analysis and refining support systems to address these barriers.</p> <p>2.25.2025: Members examined initial qualitative data and reflected on the findings, mainly focusing on students' sense of belonging. We reviewed data from the Panorama Survey, comparing results from 2024 to 2025 for various student groups. Notably, some groups did not show an increase in their sense of belonging, including African American students (17% in 2024 to 43% in 2025), English Learners (87% in 2024 to 83% in 2025), Foster Youth, and Homeless students,</p> |

| Educational Partner(s)                             | Process for Engagement  |
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|  | <p>who lacked data due to confidentiality. Other groups, such as SWD (69% in 2024 to 75% in 2025) and SED (78% in 2024 to 86% in 2025), showed positive growth. Members provided valuable input on the LCAP, particularly with these findings, and discussed the following steps to target support for students whose sense of belonging has not yet increased. The inputs included conducting empathy interviews with student groups who experienced a decreased sense of belonging, such as African American students, English Learners, SWD, and SED, which could provide valuable insights into their challenges and guide targeted interventions. Additionally, disaggregating data for English Learners and by grade level (grades 3-5 vs. 6-8) may reveal specific trends and help tailor interventions to address the needs of these students, particularly in middle school, where many groups showed a lower sense of belonging. This deeper analysis will inform the next phase of the LCAP and support efforts to improve belonging for all students.</p> <p>4.29.2025: The team reviewed qualitative feedback from certificated and classified staff. A key theme that emerged was the need to enhance communication with families to strengthen school-family partnerships:</p> <p>5.13.2025: District staff shared updates on feedback from the San Mateo County Office of Education. A notable point was the absence of specific metrics aligned with some of the state’s priority areas.</p> <p>6.5.2025: LCAP Public Hearing<br/>6.12.2025: LCAP Board Approval</p> |
| DELAC (District English Language Advisory Council) | <p>MPCSD has increased the visibility and impact of the District’s English Language Advisory Committee (DELAC) due to our bold LCAP Goal #3, our commitment to our English Learners and their families, and our dissatisfaction with the past assessment performance of our EL students. As a result, we continue to provide parents of our multilingual children the opportunity to engage in input and to participate in increased parent education around the language</p>   |

| Educational Partner(s) | Process for Engagement  |
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|                        | <p>needs of their children. The past year, families attended DELAC meetings for staff to gather feedback regarding the LCAP. DELAC will receive written responses from the superintendent if questions or comments arise:</p> <p>9.17.2024: (DELAC Family Welcome)-The DELAC meeting on September 17, 2024, focused on outlining the goals, roles, and responsibilities of the DELAC, providing an overview of the English Learner Program and reclassification process, and discussing written notifications sent to parents. Key topics included how students qualify for the EL program through the Home Language Survey, the ELPAC testing process, and the criteria for reclassification, which involves achieving a level 4 on the ELPAC, teacher evaluation, parent consultation, and "Nearly Met" on classroom indicators. Questions from attendees included inquiries about kindergarten testing, level 4 requirements across grade levels, initial ELPAC levels, classroom access, and how writing levels are estimated for young students.</p> <p>10.10.2024: #1 Learn about the Local Control Accountability Plan and provide input on EL Program needs. The DELAC meeting on October 22, 2024, began with welcome and community-building activities. The meeting then addressed the Local Control and Accountability Plan (LCAP) and parent input, including student progress and achievement data. Jammie Behrendt invited parents and students to join the LCAP committee and shared data about student performance on the ELPAC, reclassification rates, and CAASPP results. Table groups discussed this data, noting observations and questions. The meeting also included a detailed presentation on ELPAC writing tasks and evaluation, covering various writing prompts and scoring rubrics for different grade levels. Strategies for supporting writing at home were also shared. The meeting concluded with a reminder about the upcoming January meeting focusing on ELPAC.</p> <p>12.10.2024: Celebration of Language Proficiency and Excellence Ceremony (Reclassification). The Celebration of Language Proficiency and Excellence Ceremony (Reclassification) was a joyous and proud occasion, honoring the hard work and dedication of all reclassified students who had successfully demonstrated their</p> |

| Educational Partner(s) | Process for Engagement   |
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|                        | <p>remarkable achievements in learning English. The ceremony, filled with excitement, recognized their mastery of the language through demonstrated fluency in speaking, reading, writing, and listening, and their ability to apply these skills in academic settings. This event marked their transition to full English proficiency, showcasing their readiness for continued academic success and celebrating the culmination of their language acquisition journey.</p> <p>1.21.2025: #2-Review and discuss proposed reclassification criteria updates and ELPAC- The DELAC meeting on January 21, 2025, started with welcomes, introductions, and a community-building activity. An overview of the ELPAC assessment was provided, detailing the different domains (Listening, Speaking, Reading, and Writing) and the various types of tasks within each domain. Families were given samples of functions and encouraged to ask questions. Discussion points included how to support students' listening skills and whether prior knowledge of a topic impacts performance on the ELPAC. The meeting also reviewed proposed updates to the reclassification criteria, specifically changes related to basic skills assessment (replacing SRI with iReady Reading Diagnostic for grades 3-8) and adjustments to teacher evaluation criteria for students with moderate to severe cognitive disabilities.</p> <p>3.18.2025: Review DELAC's role with ConAp and LCAP, LCAP data and actions, and make recommendations by school site. XXX</p> <p>To enhance parent engagement, DELAC outreach meetings consistently provided translated materials and readily accessible online and print resources. This dedicated effort significantly increased parent participation across various school events, including DELAC meetings, Parent Education Series, Open House, and the Celebration of Language Proficiency and Excellence Ceremony (RFEP), with sustained engagement projected through 2025. At the year-end DELAC meeting, parents actively contributed valuable suggestions and identified key focus areas for the upcoming year's meetings, notably requesting expanded parent education on diverse topics.</p> |

| Educational Partner(s)        | Process for Engagement   |
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| Parent Outreach               | <p>Our Family Engagement Coordinator has been instrumental in strengthening the district’s outreach to families needing support. From the start of the school year, our Family Engagement Coordinator has been unwavering in their commitment to meaningfully supporting these families. Their efforts have included guiding numerous families through registration, providing hands-on training for our new online hot lunch program, facilitating connections to essential social services, and offering critical translation support at all parent education events. Additionally, she plays a key role in organizing and translating during parent-teacher conferences, ensuring every family has access to clear communication. On the evening of January 29, 2025, we hosted an "Outreach Welcome Meeting" to warmly introduce MPCSD’s incoming families in the Tinsley program to our community. This year, we broadened the event to include participation from site principals, district staff, and our Family Engagement Coordinator, reinforcing our collective commitment to fostering an inclusive and supportive experience for all families.</p> <p>8.13.2024: Family Welcome and Information Night</p> <p>10.5.2024: Parent Cafe, "Who Am I?"</p> <p>4.26.2025: Parent Cafe, "Cup of Calm"-Registration information session for the following events: 24-25 Re-enrollment, CalKids (Free money for college), School Run registration, Summer camps applications, Summer School info, 7th &amp; 8th graders -FCE program in EPA</p> |
| District School Site Councils | <p>MPCSD School Site Councils (SSC) are well-trained, active, and effective platforms for involving stakeholders and fostering leadership. Comprising parents, administrators, teachers, and classified staff at each district site, these councils play a vital role in decision-making and community engagement. In middle school, students are also part of the council. The Single Plan for Student Achievement (SPSA) must align with the LCAP goals, and sites may establish up to three additional site-specific goals. The SSC provides feedback to school principals and presidents, which is then shared with the Ed Services</p>  |

| Educational Partner(s)                | Process for Engagement  |
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|                                       | <p>team to be integrated into the LCAP planning process. Site Councils typically meet four to eight times annually, with Ed Services organizing a training and feedback session at the start of each school year. On August 28, 2024, once a year, a session was held for new and returning members to clarify their roles in supporting school improvement, including oversight of budgets, decision-making, and ensuring alignment with student needs. The training also introduced members to the LCAP and its connection to the SPSA, highlighting how site-level goals and actions contribute to broader district objectives.</p>  |
| <p>MPCSD Leadership Team Meetings</p> | <p>The Teaching and Learning meetings throughout the 2024-2025 school year aimed to enhance instructional practices and assessment systems to improve student outcomes and ensure equitable access for all learners. Through data-driven decision-making, focused observations, and collaborative reflection, the meetings prioritized improving Tier 1 instruction, addressing achievement gaps, and refining assessment systems to support diverse student populations better. This ultimately aligned with LCAP goals and facilitated a more effective learning environment.</p> <p>9.17.24 The Teaching and Learning meeting focused on enhancing instructional practices to improve student learning and close achievement gaps. Key themes included emphasizing "best first instruction" grounded in research-based techniques, addressing the needs of marginalized students (mainly Hispanic/Latino students not meeting standards), and understanding standards through grade-level retreats. The meeting also introduced Webb's Depth of Knowledge (DOK) framework to promote higher-order thinking and foster collaboration and reflection on current practices. This work directly impacts the LCAP by aligning with goals for improved student outcomes and equitable access. By prioritizing students not yet meeting standards within a refined assessment system, the work ensures accurate data collection that informs targeted interventions and resource allocation. Classroom visits and data analysis, utilizing tools like Fountas and Pinnell (F&amp;P), Phonics BME, and iReady, support data-driven decision-making and professional development, both crucial for effective LCAP implementation. Ultimately, this work</p> |

| Educational Partner(s) | Process for Engagement  |
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|                        | <p>fosters a more equitable and effective learning environment, ensuring all students, especially those marginalized or struggling, receive the support needed to succeed.</p> <p>11.12.24 The Teaching and Learning meeting focused on enhancing Tier 1 instruction and student engagement. The core of the session centered on observing and evaluating student engagement during instruction, looking for active participation, adherence to expectations, efficient routines, a sense of urgency in using time, and a positive classroom culture reflecting a joy for learning. Leadership reflected on classroom visits through observations, wonderings, and implications for teaching and learning. The session concluded with an analysis of iReady data, emphasizing celebrating student growth, identifying opportunities, and planning the next steps for instruction.</p> <p>12.10.24 The Teaching and Learning meeting centered on enhancing instructional practices for the upcoming school year, focusing on data-driven reflection and centering marginalized students. The meeting included classroom visits, a review of Trimester 1 data, and reflections on the Single Plan for Student Achievement (SPSA). School-specific "Reflect &amp; Respond" sections analyzed student progress, identified instructional barriers like time constraints and data system challenges, and questioned the effective utilization of diverse data sources (iReady, Primary Language Assessment (PLA), F&amp;P). Common themes across schools included disparities between students with prior success and those without, the need for explicit academic language instruction, and the importance of addressing school-specific observations, such as score discrepancies at Encinal and gaps for incoming students at Laurel Lower, all to improve Tier 1 instruction and student outcomes.</p> <p>1.21.25 The Teaching and Learning meeting launched initial work on examining our assessment systems and data collection to better support diverse learners in grades K-8. The meeting emphasized gathering actionable, standards-aligned, growth-oriented, and triangulated data to inform Tier 1 instruction and improve learning outcomes. Classroom visits were conducted to observe Multilingual Learner engagement, specifically looking for explicit academic</p> |

| Educational Partner(s) | Process for Engagement  |
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|                        | <p>language instruction, modeling, risk-taking encouragement, and checks for understanding by teachers, as well as students' use of language strategies, active participation, and questioning. Leadership focused on observations, wonderings, and implications during these visits, with a goal of enhancing support for all students, particularly those from marginalized groups, with the understanding that this was the starting point of a more in-depth and ongoing refinement process.</p> <p>2.11.25 The Teaching and Learning meeting aimed to refine instruction and assessment practices to support better diverse learners, including multilingual learners, students with IEPs, and those from socioeconomically disadvantaged backgrounds. Classroom visits, focused on observing multilingual learner engagement and teacher strategies, informed an assessment system review designed to prioritize student learning, particularly for those not yet meeting standards. This work directly impacts the LCAP by ensuring that assessment data, collected through tools like F&amp;P, Phonics BME, iReady, and student writing samples, accurately reflect student progress and inform targeted interventions. By prioritizing the needs of students not yet at standard, the revised assessment system will provide valuable data for LCAP goal setting and resource allocation, ultimately driving improved student outcomes.</p> <p>3.11.25 The Teaching and Learning meeting centered on enhancing educational practices and ensuring equitable student access. Key discussions included sharing best practices for monitoring Heggerty and iReady Reading implementation, reviewing the assessment system, and utilizing local indicators for LCAP development. A significant focus was placed on analyzing and improving access to compacted math, with detailed data analysis of student group representation and identifying site-specific barriers, such as parent understanding and foundational skill gaps. The team also explored the potential expansion of iReady to younger grades and addressed broader issues related to providing a comprehensive course of study for all students.</p> <p>4.15.25 The Teaching and Learning meeting focused on trimester two data. District coaches, principals, coordinators, and Ed Services team</p> |

| Educational Partner(s)  | Process for Engagement  |
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|   | members collaborated with sites in an analysis cycle to review and respond. During the data analysis cycle, leadership members also provided input and feedback for the LCAP due to the data discussions.   |
| Feedback Analytics Team and Feedback February                     | The Feedback Analytics Team met several times over the year with our partners at Panorama Education to revise the questions and refine the process for our Feedback Survey. The tool includes the feedback of every child in grades 3-8 in MPCSD, all staff, between 1/3 and 1/2 of all parents (although all were invited to participate), and even members of the community through our community-wide survey that we intend to continue annually.  |
| Bargaining Units: LCAP Survey for Certificated, Classified Unions | In partnership with the union presidents, we distributed a survey to both certificated and classified union leaders, who then shared it directly with their respective members. The survey gathered staff input on how to best support our unduplicated students, addressing the Eight State Priorities. It was shared with all certificated and classified union members on March 3, 2025.   |
| District Board Meetings   | <p>MPCSD follows the LCAP legislation guidelines for the following requirements:</p> <p>First, as mandated by Assembly Bill 114, school districts in California must present this mid-year update on our LCAP and budget overview for parents annually by February 28, at a publicly held board meeting. The LCAP MidYear Update was presented on February 13, 2025, and included three key areas to ensure the district remains accountable and adaptable in our educational strategies:</p> <ol style="list-style-type: none"> <li>1. Implementation updates on our LCAP actions</li> <li>2. Available mid-year outcome data related to our LCAP metrics</li> <li>3. Mid-year expenditure updates identified in the LCAP</li> </ol> <p>Second, MPCSD will follow the LCAP legislation guidelines that require the district to conduct public hearings and provide copies of the LCAP Plan to the public. The 2024-27 LCAP plan will be available in the district office for public review from June 2 to June 5, 2025. The Board will conduct a public hearing on Thursday, June 5, 2025. District staff will present the final LCAP to the Board for approval on Thursday, June 12, 2025, at the Board Meeting. Superintendent</p> |

| Educational Partner(s)   | Process for Engagement  |
|--|---|
|  | Gracia will respond in writing should there be any questions or comments following the final sharing of the draft LCAP with the LCAP Advisory Team and DELAC.   |
| San Mateo County Office of Education (SMCOE)                     | The San Mateo County Office of Education ensures that districts are well supported as service providers to local education agencies. On March 3, 2025, SMCOE hosted an LCAP initial meeting. At this meeting, SMCOE provided an in-depth consultation reviewing all LCAP requirements. All necessary MPCSD departments were present: Ed Services, Special Education, and the Business Office. Additional meetings, on May 2 and May 21, took place to finalize MPCSD's LCAP   |
| Consultation with Special Education Local Area Plan Area (SELPA) | For the 2024-25 calendar year, SELPA provided consultation on March 20, 2025, and intentional feedback was provided to the district. Menlo Park City School District has met all the SELPA requirements, including meeting with the parents of English Language Learners and Students with Disabilities on October 22nd, 2024. On May 2, 2025, MPCSD received a confirmation email stating that we had met our SELPA consultation requirements without further clarification. |

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

At MPCSD, we value the feedback gathered through a robust engagement process involving multiple groups—students, parents, teachers, leadership, and staff—across LCAP-specific sessions and recognize its vital importance. This feedback significantly influenced the LCAP's goals, metrics, actions, and potential budgeted expenditures. The recurring focus on addressing achievement gaps, particularly for marginalized student groups like Hispanic/Latino students, Multilingual Learners, and students with IEPs, directly shaped LCAP goals related to student outcomes and equitable access.

**Goal #1: Grow Student Belonging**

Feedback gathered from students, parents, teachers, leadership, and staff at MPCSD has indeed influenced Goal 1: Grow Student Belonging in the LCAP. Specifically, Panorama Survey data directly prompted action, revealing stagnant or declining belonging rates for specific student groups like African American students and English Learners. These data-informed LCAP meeting discussions led to targeted initiatives, including empathy interviews with affected students and a deeper analysis of English Learner data. These responses demonstrate how critical feedback is being used to actively shape and improve efforts to cultivate a stronger sense of belonging for all students within the district.

**Goal #2: Strengthen Academic Excellence: English Language Arts, Mathematics, and Science**

Feedback from various meetings significantly influenced Goal 2: Strengthen Academic Excellence by focusing on core academics. Key themes, such as "best first instruction", closing achievement gaps, and refining assessment systems, directly informed LCAP actions aimed at improving teaching and student outcomes. Specifically, feedback on data-driven decision-making and differentiated instruction, highlighted in student empathy interviews, shaped initiatives for professional development and targeted support. Additionally, the consideration of piloting i-Ready Math responds to the need for data and adaptive learning tools. Student feedback, especially insights from empathy interviews and surveys, should be regularly shared with staff through professional development, faculty meetings, and data discussions to ensure educators tailor instruction based on student needs. This approach underscores the district's commitment to student-centered learning and academic excellence.

#### Goal #3: Strengthen Academic Excellence: Long-Term English Language Learners

The feedback, particularly from Long-Term English Learners (LTELs), has been impactful when considering Goal 3: Strengthening Academic Excellence of Long-Term English Language Learners. Student empathy interviews revealed that LTELs thrive with patient teachers who break down complex lessons, directly influencing our focus on differentiated instruction and targeted support within the LCAP. Furthermore, the broader feedback emphasizing "best first instruction" and data-driven decision-making has led to refined assessment systems and instructional strategies tailored to address the specific needs of multilingual learners, including LTELs. This ensures they receive explicit academic language instruction and have access to engaging, accessible content. In essence, LTELs benefit from patient, supportive teaching. At the same time, challenges arise from content accessibility and language barriers, all being addressed through LCAP actions informed by valuable student feedback.

#### Goal #4: Create Inspiring Environments

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

Menlo Park City School District's LCAP directly results from collaborative feedback and data-driven decision-making throughout the year. The process, involving diverse educational partners, ensured the LCAP reflects community needs and priorities. Key priorities include fostering a strengths-based mindset for students, targeted academic support in core subjects for focal students, and creating engaging learning environments to develop well-rounded, successful students. For more specific details, refer to the annual goal reflection and evaluation prompts in each goal.

# Goals and Actions

## Goal

| Goal # | Description   | Type of Goal |
|--------|---|--------------|
| 1      | <p>All students, specifically focal student groups, will report an increased sense of belonging, as measured by two questions on the annual 3-8 gr. student Panorama survey and qualitative data collected by administrators.</p> <p>Metric:<br/>Quantitative data Panorama Survey "Overall, how much do you feel that you belong at your school?" &amp; "How often do you have opportunities to share your identity and/or culture at school"<br/>NOTE: 5 point scale with the top two being favorable.<br/>Qualitative data collection may include student focal groups, work samples, &amp; educational partner feedback as evidence of progress.</p> <p>*Focal student groups: African American (AA), Pacific Islander (PI), Hispanic (H), English Language Learners (ELL), Students with Learning Differences (SWD), Students from Socio-Economically Disadvantaged Families (SED)</p> | Broad Goal   |

State Priorities addressed by this goal.

- Priority 5: Pupil Engagement (Engagement)
- Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

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

Our goal of integrating a strength-based approach into instructional practices stems from the belief that recognizing and leveraging each student's strengths fosters a more supportive and effective learning environment. Additional research has shown that focusing on a student's strength builds confidence and positive behaviors that lead to academic success. We have noticed through analyzing the California Dashboard that Chronic absenteeism is an area in which we need to monitor progress with fidelity. We need to pay close attention to our underrepresented students and their attendance. When we compared 2022-23 to the 2020-2021 data, the percentage of chronically absent students has increased, especially our Hispanic and English Language Learners.

# Measuring and Reporting Results

| Metric # | Metric   | Baseline   | Year 1 Outcome   | Year 2 Outcome | Target for Year 3 Outcome  | Current Difference from Baseline |
|----------|--|--|--|----------------|--|----------------------------------|
| 1.1      | <p>(Metric Removed)-HR to host focus group interviews of a diverse group of staff (diverse backgrounds, diverse positions, etc) who have been employed in MPCSD for 7+ years, analyze qualitative data from interviews.</p> <p>(New Metric)-Panorama Survey. Question: To what extent has MPCSD created an environment that supports diversity, equity, and inclusion for all staff, students, and families?</p> <p>Percentage of "Clear" FTE as measured on the Teacher Assignment Monitoring Outcomes report</p> | <p>2024-25<br/>(Metric Removed)-This is a new metric, and the baseline will be available in 2025</p> <p>Analyze trends in feedback from the diversity of applicants. Yearly outcomes: report positive changes to practice as an outcome</p> <p>(New Metric)-Panorama Survey Baseline can be found in Y1 Outcome.</p> <p>Percentage of "Clear" FTE as measured on the Teacher Assignment Monitoring Outcomes report</p> | <p>2025<br/>(New Metric Baseline)-<br/>Panorama Survey Question: To what extent has MPCSD created an environment that supports diversity, equity, and inclusion for all staff, students, and families?</p> <p>73% of staff feel that MPCSD has created an environment that supports diversity, equity, and inclusion for all staff, students, and families</p> <p>Percentage of "Clear" FTE as measured on the Teacher Assignment Monitoring Outcomes report 2024-2025</p> |                | <p>2026-27<br/>Panorama Survey Question: To what extent has MPCSD created an environment that supports diversity, equity, and inclusion for all staff, students, and families?</p> <p>79% of staff WILL feel that MPCSD has created an environment that supports diversity, equity, and inclusion for all staff, students, and families.</p> <p>Percentage of "Clear" FTE as measured on the Teacher Assignment Monitoring Outcomes report 2024-2025<br/>95%</p> | TBD                              |

| Metric # | Metric  | Baseline  | Year 1 Outcome   | Year 2 Outcome | Target for Year 3 Outcome   | Current Difference from Baseline   |
|----------|---|---|--|----------------|---|--|
|          |   |   | 188.55 FTE out of 210.35<br>FTE=89.64%   |                |   |  |
| 1.2      | Percentage of Chronically Absenteeism Data on Focal Student Groups (CA Dashboard)<br><br>Attendance Rate for All Students<br><br>N=Number of Students | 2023-24<br>TK-8 Chronically Absenteeism<br>ALL (N-2608) 6.0%<br>AA (N-23) 4.3%<br>Asian (N-467) 2.1%<br>EL (N-149) 14.2%<br>HI (N-520) 12.9%<br>PI (N-28) 14.7%<br>SED (N-336) 15.3%<br>SWD (N-227) 14.5%<br>Homeless (N-13) 23.1%<br><br>Attendance Rate for All Students<br>ALL (N-2608) 4.3% | 2024-25 (as of April 2025)<br>TK-8 Chronically Absenteeism<br>ALL (N-2745) 5.7%<br>AA (N-22) 18.2%<br>Asian (N-499) 2.4%<br>EL (N-197) 13.2%<br>HI (N-575) 10.6%<br>PI (N-25) 12.0%<br>SED (N-326) 13.5%<br>SWD (N-237) 12.7%<br>Homeless (N-7) 14.3%<br><br>Attendance Rate for All Students<br>ALL (N-2745) 4.5% |                | 2026-27<br>TK-8 Chronically Absenteeism<br>ALL (N-X) 5%<br>AA (N-X) 6%<br>Asian (N-X) 2%<br>EL (N-X) 10%<br>HI (N-X) 10%<br>PI (N-X) 15%<br>SED (N-X) 10%<br>SWD (N-X) 10%<br>Homeless (N-X) 15%<br><br>Attendance Rate for All Students<br>ALL (N-xx) %2 | TK-8 Chronically Absenteeism<br>ALL 0%<br>AA 14%<br>Asian 0%<br>EL -1%<br>HI -2%<br>PI -3%<br>SED -2%<br>SWD -2%<br>Homeless -9%<br><br>Attendance Rate for All Students<br>ALL 0% |
| 1.3      | Percentage of focal students reporting favorably a feeling of "Sense of belonging" on the annual Panorama (grades 3- 8) "Sense of belonging" Scale."  | 2023-24<br>3-5 gr. Students Reporting Favorably a "Sense of Belonging."<br>ALL (N-845) 79%<br>AA (N-8) 75%<br>Asian (N-149) 78%<br>EL (N-46) 87%  | 2024-25<br>3-5 gr. Students Reporting Favorably a "Sense of Belonging."<br>ALL (N-791) 86%   |                | 2026-27<br>3-5 gr. Students Reporting Favorably a "Sense of Belonging."<br>ALL (N-X) 85%<br>AA (N-X) 81%  | 3-5 gr. Students Reporting Favorably a "Sense of Belonging."<br>ALL 7%<br>AA ---<br>Asian 5%   |

| Metric # | Metric  | Baseline  | Year 1 Outcome  | Year 2 Outcome | Target for Year 3 Outcome  | Current Difference from Baseline  |
|----------|---|---|---|----------------|--|---|
|          | N=Number of Students  | HI (N-149) 77%<br>PI (N-Confidentiality protected)<br>SED (N-95) 78%<br>SWD (N-63) 69%<br><br>6-8 gr. Students Reporting Favorably a "Sense of Belonging."<br>ALL (N-788) 66%<br>AA (N-6) 17%<br>Asian (N-129) 74%<br>EL (N-20) 70%<br>HI (N-148) 61%<br>PI (N-10) 70%<br>SED (N-101) 52%<br>SWD (N-58) 45% | AA (N-Confidentiality protected)<br>Asian (N-144) 83%<br>EL (N-49) 83%<br>HI (N-155) 84%<br>PI (N-5) 100%<br>SED (N-78) 86%<br>SWD (N-61) 77%<br><br>6-8 gr. Students Reporting Favorably a "Sense of Belonging."<br>ALL (N-759) 80%<br>AA (N-7) 43%<br>Asian (N-142) 80%<br>EL (N-23) 65%<br>HI (N-142) 73%<br>PI (N-8) 100%<br>SED (N-93) 70%<br>SWD (N-64) 67% |                | Asian (N-X) 84%<br>EL(N-X) 93%<br>HI (N-X) 83%<br>PI (N-X) 81%<br>SED (N-X) 83%<br>SWD (N-X) 75%<br><br>6-8 gr. Students Reporting Favorably a "Sense of Belonging."<br>ALL (N-X) 72%<br>AA (N-X) 23%<br>Asian (N-X) 81%<br>EL(N-X) 76%<br>HI (N-X) 67%<br>PI (N-X) 100%<br>SED (N-X) 58%<br>SWD (N-X) 51% | EL 4%<br>HI 7%<br>PI ---<br>SED 8%<br>SWD 8%<br><br>6-8 gr. Students Reporting Favorably a "Sense of Belonging."<br>ALL 14%<br>AA 26%<br>Asian 6%<br>EL -5%<br>HI 12%<br>PI 30%<br>SED 18%<br>SWD 22% |
| 1.4      | Percentage of SWD students reporting a feeling of "Sense of belonging" on the annual Panorama (grades 3- 8) "Sense of belonging" Scale"<br><br>N=Number of Students | 2023-24<br>Students with Disability Reporting Favorably a "Sense of Belonging."<br>Total # of SWD students (N-121)<br>3-5: 69%<br>6-8: 45%  | 2024-25<br>Students with Disability Reporting Favorably a "Sense of Belonging."<br>Total # of SWD students (N-125)<br>3-5: 77%<br>6-8: 67%  |                | 2026-27<br>Students with Disability Reporting Favorably a "Sense of Belonging."<br>Total # of SWD students<br>3-5: 74%<br>6-8: 50%   | Students with Disability Reporting Favorably a "Sense of Belonging."<br>3-5: 8%<br>6-8: 22%   |

| Metric # | Metric   | Baseline  | Year 1 Outcome   | Year 2 Outcome | Target for Year 3 Outcome   | Current Difference from Baseline   |
|----------|--|---|--|----------------|---|--|
| 1.5      | Percentage of focal student groups reporting Culture Awareness in the Panorama survey  | <p>2023-24</p> <p>3-5 gr. Students Reporting Favorably a "Culture Awareness"</p> <p>ALL (N-845) 45%</p> <p>AA (N-8) 50%</p> <p>Asian (N-149) 38%</p> <p>EL (N-46) 58%</p> <p>HI (N-149) 47%</p> <p>PI (N-Confidentiality protected)</p> <p>SED (N-95) 48%</p> <p>SWD (N-63) 34%</p> <p>6-8 gr. Students Reporting Favorably a "Culture Awareness"</p> <p>ALL (N-788) 33%</p> <p>AA (N-6) 0%</p> <p>Asian (N-129) 22%</p> <p>EL (N-20) 47%</p> <p>HI (N-148) 35%</p> <p>PI (N-10) 20%</p> <p>SED (N-101) 26%</p> <p>SWD (N-58) 37%</p> | <p>2024-25</p> <p>3-5 gr. Students Reporting Favorably a "Culture Awareness"</p> <p>ALL (N-791) 45%</p> <p>AA (N-Confidentiality protected)</p> <p>Asian (N-144) 41%</p> <p>EL (N-49) 45%</p> <p>HI (N-155) 53%</p> <p>PI (N-5) 40%</p> <p>SED (N-78) 44%</p> <p>SWD (N-61) 32%</p> <p>6-8 gr. Students Reporting Favorably a "Culture Awareness"</p> <p>ALL (N-759) 44%</p> <p>AA (N-7) 29%</p> <p>Asian (N-142) 37%</p> <p>EL (N-23) 39%</p> <p>HI (N-142) 37%</p> <p>PI (N-8) 57%</p> <p>SED (N-93) 34%</p> <p>SWD (N-64) 41%</p> |                | <p>2026-27</p> <p>3-5 gr. Students Reporting Favorably a "Culture Awareness"</p> <p>ALL (N-X) 51%</p> <p>AA (N-X) 56%</p> <p>Asian (N-X) 44%</p> <p>EL (N-X) 64%</p> <p>HI (N-X) 53%</p> <p>PI (N-X) 46%</p> <p>SED (N-X) 54%</p> <p>SWD (N-X) 35%</p> <p>6-8 gr. Students Reporting Favorably a "Culture Awareness"</p> <p>ALL (N-X) 39%</p> <p>AA (N-x) 6%</p> <p>Asian (N-X) 28%</p> <p>EL (N-X) 53%</p> <p>HI (N-X) 41%</p> <p>PI (N-X) 26%</p> <p>SED (N-X) 32%</p> <p>SWD (N-X) 42%</p> | <p>3-5 gr. Students Reporting Favorably a "Culture Awareness"</p> <p>ALL 0%</p> <p>AA ---</p> <p>Asian 3%</p> <p>EL -13%</p> <p>HI 6%</p> <p>PI ---</p> <p>SED -4%</p> <p>SWD -2%</p> <p>6-8 gr. Students Reporting Favorably a "Culture Awareness"</p> <p>ALL 11%</p> <p>AA 29%</p> <p>Asian 15%</p> <p>EL -8%</p> <p>HI 2%</p> <p>PI 37%</p> <p>SED 8%</p> <p>SWD 4%</p> |
| 1.6      | Percentage of focal student groups reporting involvement with activities outside of school on the annual Panorama (grades 3-8) | <p>2024-25</p> <p>This is a new metric, and the baseline will be available in 2025</p>  | <p>2024-25</p> <p>Students Reporting Favorably a ""How often do you participate in</p>   |                | <p>2026-27</p> <p>Students Reporting Favorably a ""How often do you participate in</p>  | <p>3-5: TBD</p> <p>6-8: 0%</p> <p>6-8 SED 0%</p>   |

| Metric # | Metric   | Baseline  | Year 1 Outcome  | Year 2 Outcome | Target for Year 3 Outcome  | Current Difference from Baseline |
|----------|--|---|---|----------------|--|----------------------------------|
|          | "How often do you participate in activities outside of school, such as sports, clubs, music lessons, or other hobbies?"  |   | <p>activities outside of school, such as sports, clubs, music lessons, or other hobbies?"<br/>3-5(N-):TBD</p> <p>6-8 (N-759): 78% (Frequently &amp; Almost Always Combined)</p> <p>6-8 SED (N-93) 52%</p>   |                | <p>activities outside of school, such as sports, clubs, music lessons, or other hobbies?"<br/>3-5(N-X):TBD</p> <p>6-8 (N-X): 88% (Frequently &amp; Almost Always Combined)</p> <p>6-8 SED (N-93) 58%</p> |                                  |
| 1.7      | <p>Teacher feedback from Panorama survey on culture, bias, and equity</p> <p>"To what extent has MPCSD created an environment that supports diversity, equity, and inclusion for all staff, students, and families?"</p> | <p>2023-24</p> <p>"To what extent has MPCSD created an environment that supports diversity, equity, and inclusion for all staff, students, and families?"</p> <p>Teacher feedback from Panorama survey on culture, bias, and equity<br/>K-8 Teachers: 65%</p> | <p>2024-25</p> <p>"To what extent has MPCSD created an environment that supports diversity, equity, and inclusion for all staff, students, and families?"</p> <p>Teacher feedback from Panorama survey on culture, bias, and equity<br/>K-8 Teachers: 73%<br/>(A change in data presentation noted, data is only presented as K-8 Teachers)</p> |                | <p>2026-27</p> <p>Teacher feedback from Panorama survey on culture, bias, and equity<br/>K-8 Teachers: 79%</p>   | K-8 Teachers: 8%                 |

| Metric # | Metric  | Baseline  | Year 1 Outcome  | Year 2 Outcome | Target for Year 3 Outcome   | Current Difference from Baseline |
|----------|---|---|---|----------------|---|----------------------------------|
| 1.8      | <p>Percentage of students in our Tinsley program reporting favorably about the bus ride experience.</p> <p>"How would you rate your overall experience on the bus ride to and from school?"</p> | <p>2024-25<br/>This is a new metric, and the baseline will be available in 2025</p> | <p>2024-25<br/>17 out of 134 Students responded</p> <p>53% of students in our Tinsley program reporting favorably about the bus ride experience for both AM &amp; PM ride.</p> <p>15.4% of students in our Tinsley program reporting favorably about the bus ride experience for AM only.</p> |                | <p>2026-27<br/>59% of students in our Tinsley program reporting favorably about the bus ride experience for both AM &amp; PM ride.</p> <p>21% of students in our Tinsley program reporting favorably about the bus ride experience for AM only.</p> | 0%                               |
| 1.9      | <p>Survey of students from SED families attending afterschool clubs and events</p> <p>"How often do you attend afterschool clubs or events offered at your school?"</p>                         | <p>2024-25<br/>This is a new metric, and the baseline will be available in 2025</p> | <p>REMOVE:<br/>Decision was made to pull data from 1.6 as the questions asked were similar.</p>   |                | <p>REMOVE:<br/>Decision was made to pull data from 1.6 as the questions asked were similar.<br/>2026-27<br/>Students from SED families report participating in after-school activities at least "sometimes"</p>                                     | NA                               |

| Metric # | Metric  | Baseline   | Year 1 Outcome   | Year 2 Outcome | Target for Year 3 Outcome  | Current Difference from Baseline   |
|----------|---|--|--|----------------|--|--|
| 1.10     | Increase the enrollment number of students from Socio-Economically Disadvantaged families to participate in after-school events   | 2023-24<br>Current participation enrollment number of students from Socio-Economically Disadvantaged families<br>Laurel: 39<br>Encinal 23<br>Oak Knoll 0                                       | 2024-25<br>Current participation enrollment number of students from Socio-Economically Disadvantaged families<br>Laurel: 51<br>Encinal: 52<br>Oak Knoll: 48          |                | 2026-27<br>Participation enrollment number of students from Socio-Economically Disadvantaged families<br>Laurel: 56<br>Encinal 52<br>Oak Knoll 54                    | Laurel: 12<br>Encinal: 29<br>Oak Knoll: 48   |
| 1.11     | Student Engagement Data (Compliance Requirement)<br>Middle School Dropout Rate<br>Student Suspension Rate<br>Student Expulsion Rate   | 2023-24<br>Student Engagement Data (Compliance Requirement)<br>Middle School Dropout Rate 0%<br>Student Suspension Rate 0.7%<br>Student Expulsion Rate 0%                                      | 2024-25<br>Student Engagement Data (Compliance Requirement)<br>Middle School Dropout Rate 0%<br>Student Suspension Rate 0.4%<br>Student Expulsion Rate 0%            |                | 2026-27<br>Student Engagement Data (Compliance Requirement)<br>Middle School Dropout Rate 0%<br>Student Suspension Rate 0%<br>Student Expulsion Rate 0%              | Student Engagement Data (Compliance Requirement)<br>Middle School Dropout Rate 0%<br>Student Suspension Rate - 1%<br>Student Expulsion Rate 0% |
| 1.12     | Report Rating(s) for Local Indicator Priority 3 Self-Reflection Tool<br>1 – Exploration & Research Phase; 2 – Beginning Development;<br>3 – Initial Implementation<br>4 – Full Implementation<br>5 – Full Implementation & Sustainability | 2023-24<br>Rate progress in providing all families with opportunities to provide input on policies and programs, and implementing strategies to reach and seek input from any underrepresented | 2024-25<br>Rate progress in providing all families with opportunities to provide input on policies and programs, and implementing strategies to reach and seek input |                | 2026-27<br>Rate progress in providing all families with opportunities to provide input on policies and programs, and implementing strategies to reach and seek input | 0  |

| Metric # | Metric   | Baseline                         | Year 1 Outcome   | Year 2 Outcome | Target for Year 3 Outcome                                  | Current Difference from Baseline |
|----------|--|----------------------------------|--|----------------|--|----------------------------------|
|          | Rate progress in providing all families with opportunities to provide input on policies and programs, and implementing strategies to reach and seek input from any underrepresented groups in the school community | groups in the school community-5 | from any underrepresented groups in the school community-5 |                | from any underrepresented groups in the school community-5 |                                  |

## Goal Analysis [2024-25]

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.

The district has implemented a multi-faceted approach to enhancing students' sense of belonging, particularly for focal student groups, through stakeholder engagement, professional development, student support, and family outreach. Professional development on belonging was provided to administrative staff, and targeted efforts, such as empathy interviews with chronically absent students and after-school participation initiatives, were launched to address barriers to engagement. Additionally, the district engaged bus drivers in reviewing Panorama survey data and worked to increase involvement from socioeconomically disadvantaged families. Outreach efforts included a DELAC presentation on the theater's role in student engagement and a holiday drive supporting needy families. These initiatives directly support increasing students' sense of belonging, as measured by the Panorama survey and qualitative data collection.

We've implemented several key initiatives to support our Goal 1 of fostering student belonging. We closely monitor chronic absenteeism to ensure all students feel connected to school. Our new K-5 Social Studies curriculum emphasizes social justice, helping students see themselves and others in the learning experience. Teachers have received professional learning on anti-bias practices and cultural competence to create inclusive classrooms. Additionally, we are tracking the experiences of students in the Tinsley program, particularly their transportation experiences, to support their sense of belonging better.

Action 1.1 Teacher Recruitment & Development: The Human Resources department updated interview questions, including seeking student input.

Action 1.2 Chronic Absenteeism: School counselors conduct empathy interviews with focal students identified as chronically absent. Students provided a wide range of responses, from parent work schedules to bus schedules running late, which impact attendance.

Action 1.3 Social & Emotional Learning: MPCSD has made significant progress in systematizing SEL programs and trauma-informed practices, including the district-wide implementation of Second Step, Project Cornerstone, and the RULER approach. These initiatives enhance emotional safety and belonging for all students, mainly focal groups, through strategies such as trauma-sensitive support, family engagement workshops (now offered in Spanish), and partnerships with community organizations.

Action 1.4 Special Education Inclusion: Department leads, Student Services & Educational Services, have a planning meeting to discuss a training plan starting 2025-26.

Action 1.5 Curriculum: District Instructional Coaches have supported teachers in implementing the Social Students Adoption program. Teachers have had release days to share best practices, plan, and observe classrooms. This is the first year of the adoption.

Action 1.6 Engagement: The district's family engagement coordinator has been partnering with the various after-school leads to brainstorm ideas on encouraging local students to participate in after-school activities. Participation has increased.

Action 1.7 Professional Development: The district has prioritized fostering belonging among staff and students through professional development sessions focused on inclusivity. Led by the DEI coordinator, these trainings have deepened self-awareness, addressed bias, and introduced a districtwide Belonging Framework to embed culturally relevant, asset-based practices into daily interactions and instruction.

Action 1.8 Engagement with Transportation: To increase afterschool engagement, students were surveyed about their bus experience. Students responded less favorably to PM bus rides.

While progress has been made, ongoing opportunities for growth include ensuring all student voices are represented, sustaining engagement beyond initial outreach, and strengthening staff capacity to foster inclusive school environments. The following steps involve expanding professional learning, continuing focused student and family engagement, and monitoring survey data to refine strategies for increasing belonging district-wide.

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.

Below is an explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures, and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services:

Action 1.2: The \$5,000 allotted was not spent, rolling over to the next school year. The original expense was meant for timesheets. However, we conducted empathy interviews during the school day. The funds were not used.

Action 1.4: The \$5,000 allotted was not spent, rolling over to the next school year. The original expense was meant for professional development so that general education teachers could better understand special education. We did not have the time to launch this school year.

Action 1.6: We budgeted \$5,000, but spent \$3,404.80. We did not need all that was budgeted.

Action 1.8: We budgeted \$5,000, but spent \$6,581.63 due to salary increases.

Action 1.10: The \$10,000 allotted was not spent. We will bring this amount to zero as we are receiving funding to address scholarships through ELOP.

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

The district's comprehensive approach has successfully strengthened students' sense of belonging, especially among focal student groups, through collaborative efforts involving stakeholders, professional learning, student support, and family outreach. Strategies such as empathy interviews with chronically absent students, initiatives to boost after-school participation, and engaging bus drivers in reviewing student feedback have helped identify and address barriers to involvement. Expanding SEL programs, targeted staff training, and family engagement initiatives have fostered more inclusive and supportive school environments.

Despite these advancements, challenges persist in maintaining long-term engagement, amplifying all student perspectives, and enhancing the staff's ability to cultivate inclusive spaces. The district will focus on deepening professional development, broadening outreach efforts, and using data to refine strategies that further strengthen students' sense of connection within their schools.

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.

Leadership members engaged in data-driven discussions throughout the school year, meetings with parent groups about students' needs, and feedback from union leadership/members informed updates to the LCAP. Their input ensured district actions aligned with student needs and were responsive to current data. Below are the changes to actions for the 2025-26 school year.

Action 1.1: Based on reflections on prior practice, Action 1.1 was modified. Initially, the plan involved conducting focus group interviews with a diverse long-term staff to gather qualitative insights. However, after thoroughly discussing this with the HR director, the district collected qualitative data through the Panorama Survey instead. This adjustment will enable a broader range of staff to share their perspectives, ensuring a more comprehensive understanding of the district's diversity, equity, and inclusion efforts.

Metric 1.1: REMOVED: The decision was made to pull data from 1.6 as the questions asked were similar. SED data can be found in 1.6

Metric 1.7: In reviewing the Panorama survey data, we noted a change in data presentation. The data is only presented as K-8 Teachers. It is no longer available as 3-5 and 6-8 data. It is unclear why the data presentation changed in the Panorama system. Data reporting was changed to K-8 Teachers instead of 3-5 & 6-8 Teachers.

Metric 1.8: When collecting this data for "Percentage of students in our Tinsley program reporting favorably about the bus ride experience, "How would you rate your overall experience on the bus ride to and from school?" data was reported by disaggregating between AM and PM favorability.

Metric 1.10: We updated the target outcome for 26-27 due to the increase in this school year's data.

**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.**

## Actions

| Action # | Title                             | Description   | Total Funds | Contributing |
|----------|-----------------------------------|---|-------------|--------------|
| 1.1      | Teacher Recruitment & Development | <p>(Action removed )-Update interview questions in order to recruit and retain high-quality BIPOC teachers/staff/leadership who utilize a strength-based approach to instruction while working with a diversity of students and families. See rationale for change above.</p> <p>(New Action)-Implement a Panorama survey annually during the Feedback February campaign. Question: To what extent has MPCSD created an environment that supports diversity, equity, and inclusion for all staff, students, and families?</p> | \$0.00      | No           |
| 1.2      | Chronic Absenteeism               | <p>Progress monitor student groups through empathy interviews to better understand and decrease chronic absenteeism</p> <p>Focal Student Groups: EL, Hispanic, Pacific Islander, SWD, Two or More Races</p>   | \$5,000.00  | No           |
| 1.3      | Social & Emotional Learning       | <p>Continue to systematize the implementation of Second Step, RULER, and other trauma-informed best practices to support Social &amp; Emotional Learning (SEL) across the district for all students, with attention towards our focal student groups, to improve a sense of belonging.</p> <p>Focal Student Groups: AA, EL, Hispanic, Pacific Islander, SWD, or SED</p>   | \$10,000.00 | No           |

| Action # | Title                       | Description   | Total Funds | Contributing |
|----------|-----------------------------|---|-------------|--------------|
| 1.4      | Special Education Inclusion | Provide professional learning to all teachers and staff on creating a learning environment that is inclusive of students with disabilities and creates a sense of belonging and community to ensure students thrive.  | \$5,000.00  | No           |
| 1.5      | Curriculum                  | Implement the newly adopted K-5 Social Studies curriculum, focusing on social justice, using the Untold Stories kits to highlight the stories and impacts of marginalized communities in America. This approach aims to help diverse students see themselves in the curriculum, spark curiosity, and foster empathy with other students.<br>Focal Student Groups: AA, EL, Hispanic, Pacific Islander, SWD, or SED | \$30,000.00 | No           |
| 1.6      | Engagement                  | Develop ways to encourage our focal students to participate in after-school activities, sports, and theater groups.<br><br>Focal Student Groups: AA, EL, Hispanic, Pacific Islander, SWD, or SED  | \$5,000.00  | No           |
| 1.7      | Professional Development    | Provide professional learning around anti-bias for all teachers and staff on cultures and experiences of our focal students to create an emotionally safe learning environment and provide culturally relevant asset-based instruction  | \$12,000.00 | No           |
| 1.8      | Engagement                  | Ensure that focal student groups are able to attend events outside of school by increasing bus transportation afterschool   | \$7,000.00  | No           |
| 1.9      | Engagement                  | Audit transportation services for AM and PM routes  | \$0.00      | No           |
| 1.10     | Engagement                  | Scholarship for students from Socio-Economically Disadvantaged families to participate in after-school events   | \$0.00      | Yes          |

| Action # | Title | Description | Total Funds | Contributing |
|----------|-------|-------------|-------------|--------------|
|          |       |             |             |              |

# Goals and Actions

## Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

## Measuring and Reporting Results

| Metric # | Metric  | Baseline   | Year 1 Outcome  | Year 2 Outcome | Target for Year 3 Outcome  | Current Difference from Baseline  |
|----------|---|--|---|----------------|--|---|
| 2.1      | <p>Percentage of focal student groups achieving “standard met” and “standard exceeded” on ELA CAASPP</p> <p>Focal Student Groups: AA, EL, Hispanic, Pacific Islander, SWD, or SED</p> <p>N=Number of Students</p> | <p>2023-24</p> <p>Percentage of focal student groups achieving “standard met” and “standard exceeded” on ELA CAASPP</p> <p>ALL (N-1697) 79%</p> <p>AA (N-16) 44%</p> <p>Asian (N-289) 91%</p> <p>EL (N-50) 4%</p> <p>RFEP (N-194) 71%</p> <p>Ever EL (N-245) 57%</p> <p>HI (N-316) 53%</p> <p>PI (N-14) 50%</p> <p>SED (N-217) 44%</p> <p>SWD (N-134) 30%</p> <p>H/FY (N-&lt;11) Data suppressed to protect student privacy</p> <p>T (N-106) 38%</p> | <p>2024-25</p> <p>The most recent CAASPP results are not yet available at this time. Data will be incorporated into this metric upon release by the California Department of Education.</p> |                | <p>2026-27</p> <p>Percentage of focal student groups achieving “standard met” and “standard exceeded” on ELA CAASPP</p> <p>ALL (N-X) 86%</p> <p>AA (N-X) 42%</p> <p>Asian( N-X) 99%</p> <p>EL (N-X) 14%</p> <p>RFEP (N-194) 77%</p> <p>Ever EL (N-245) 63%</p> <p>HI (N-X) 61%</p> <p>PI(N-X) 44%</p> <p>SED (N-X) 54%</p> <p>SWD(N-X) 36%</p> <p>H/FY(N-X)</p> <p>T (N-X) 45%</p> | <p>2024-25</p> <p>The most recent CAASPP results are not yet available at this time. Data will be incorporated into this metric upon release by the California Department of Education.</p> |
| 2.2      | <p>Percentage of students with disabilities (SWD) achieving “standard met” and “standard exceeded” on ELA, Math CAASPP.</p> <p>N=Number of Students</p>   | <p>2023-24</p> <p>Percentage of focal students achieving “standard met” and “standard exceeded” on ELA/MATH CAASPP</p> <p>SWD</p> <p>ELA (N-134) 30%</p> <p>Math (N-133) 35%</p>   | <p>2024-25</p> <p>The most recent CAASPP results are not yet available at this time. Data will be incorporated into this metric upon release by the California Department of Education.</p> |                | <p>2026-27</p> <p>Percentage of focal students achieving “standard met” and “standard exceeded” on ELA/MATH CAASPP</p> <p>SWD</p> <p>ELA (N-X) 36%</p> <p>Math(N-X) 41%</p>  | <p>2024-25</p> <p>The most recent CAASPP results are not yet available at this time. Data will be incorporated into this metric upon release by the California Department of Education.</p> |

| Metric # | Metric  | Baseline   | Year 1 Outcome  | Year 2 Outcome | Target for Year 3 Outcome   | Current Difference from Baseline  |
|----------|---|--|---|----------------|---|---|
| 2.3      | <p>Percentage of focal students achieving “standard met” and “standard exceeded” on MATH CAASPP.</p> <p>Focal Student Groups: AA, EL, Hispanic, Pacific Islander, SWD, or SED</p> <p>N=Number of Students</p>         | <p>2023-24</p> <p>Percentage of focal students achieving “standard met” and “standard exceeded” on MATH CAASPP</p> <p>ALL (N-1704) 78%</p> <p>AA (N-16) 50%</p> <p>Asian (N-290) 94%</p> <p>EL (N-61) 23%</p> <p>Ever EL (N-256) 58%</p> <p>RFEP (N-194) 69%</p> <p>HI (N-320) 51%</p> <p>PI (N-14) 21%</p> <p>SED (N-217) 45%</p> <p>SWD (N-133) 35%</p> <p>H/FY (N-&lt;11) Data suppressed to protect student privacy</p> <p>T (N-106) 41%</p> | <p>2024-25</p> <p>The most recent CAASPP results are not yet available at this time. Data will be incorporated into this metric upon release by the California Department of Education.</p> |                | <p>2026-27</p> <p>Percentage of focal students achieving “standard met” and “standard exceeded” on MATH CAASPP</p> <p>ALL (N-X) 84%</p> <p>AA (N-X) 35%</p> <p>Asian (N-X) 98%</p> <p>EL (N-X) 23%</p> <p>Ever EL (N-256) 64%</p> <p>RFEP (N-194) 75%</p> <p>H (N-X) 55%</p> <p>PI (N-X) 31%</p> <p>SED (N-X) 46%</p> <p>SWD (N-X) 41%</p> <p>H/FY (N-**) </p> <p>T (N-X) 39%</p> | <p>2024-25</p> <p>The most recent CAASPP results are not yet available at this time. Data will be incorporated into this metric upon release by the California Department of Education.</p> |
| 2.4      | <p>Percentage of 3rd grade focal student groups achieving “standard met” and “standard exceeded” on ELA CAASPP</p> <p>Student Groups: AA, EL, Hispanic, Pacific Islander, SWD, or SED</p> <p>N=Number of Students</p> | <p>2023-24</p> <p>Percentage of 3rd grade focal student groups achieving “standard met” and “standard exceeded” on ELA CAASPP</p> <p>ALL (N-298) 76%</p> <p>AA (N-&lt;11) Data suppressed to protect student privacy</p> <p>Asian (N-53) 92%</p>   | <p>2024-25</p> <p>The most recent CAASPP results are not yet available at this time. Data will be incorporated into this metric upon release by the California Department of Education.</p> |                | <p>2026-27</p> <p>Percentage of 3rd grade focal student groups achieving “standard met” and “standard exceeded” on ELA CAASPP</p> <p>ALL (N-X) 82%</p> <p>AA (N-X) Data suppressed to</p>   | <p>2024-25</p> <p>The most recent CAASPP results are not yet available at this time. Data will be incorporated into this metric upon release by the California Department of Education.</p> |

| Metric # | Metric   | Baseline   | Year 1 Outcome   | Year 2 Outcome | Target for Year 3 Outcome  | Current Difference from Baseline   |
|----------|--|--|--|----------------|--|--|
|          |  | EL (N-11) 18%<br>Ever EL (N-34) 65%<br>RFEP (N-22) 91%<br>HI (N-50) 48%<br>PI (N-<11) Data suppressed to protect student privacy<br>SED (N-30) 30%<br>SWD (N-21) 14%<br>H/FY (N-<11) Data suppressed to protect student privacy<br>T (N-17) 29%  |  |                | protect student privacy<br>Asian (N-X) 99%<br>EL (N-X) 15%<br>Ever EL (N-34) 71%<br>RFEP (N-22) 97%<br>HI (N-X) 58%<br>PI (N-X) Data suppressed to protect student privacy<br>SED (N-X) 58%<br>SWD(N-X) 46%<br>H/FY(N-X)<br>T (N-X) 42%  |  |
| 2.5      | Percentage of students achieving “standard met” and “standard exceeded” on the state adopted science assessment--CAST<br><br>Overall student data<br>Underrepresented student data<br>N=Number of Students | 2023-24<br>2024 CAST Data<br>5th Gr. (N-302) 68%<br>SWD (N-24) 17%<br>SED (N-34) 22%<br>Hispanic (N-57) 42%<br>EL (N-<11) Data suppressed to protect student privacy<br>RFEP (N-28) 57%<br>Ever EL (N-38) 49%<br><br>8th Gr. (N-264) 69%<br>SWD (N-16) 21%<br>SED (N-36) 38%<br>Hispanic (N-49) 43%<br>EL (N-<11) Data suppressed to protect student privacy | 2024-25<br>The most recent CAASPP results are not yet available at this time. Data will be incorporated into this metric upon release by the California Department of Education. |                | 2026-27<br>5th Gr. (N-X) 74%<br>SWD (N-X) 23%<br>SED (N-X) 28%<br>Hispanic (N-X) 46%<br>EL (N-X)<br>RFEP (N-2X) 63%<br>Ever EL (N-X) 55%<br><br>8th Gr. (N-X) 83%<br>SWD (N-X) 41%<br>SED (N-X) 41%<br>Hispanic (N-X) 63%<br>EL (N-<11) Data suppressed to protect student privacy<br>RFEP (N-X) 68% | 2024-25<br>The most recent CAASPP results are not yet available at this time. Data will be incorporated into this metric upon release by the California Department of Education. |

| Metric # | Metric  | Baseline  | Year 1 Outcome  | Year 2 Outcome | Target for Year 3 Outcome   | Current Difference from Baseline   |
|----------|---|---|---|----------------|---|--|
|          |   | EL (N-<11) Data suppressed to protect student privacy<br>RFEP (N-39) 62%<br>Ever EL (N-41) 59%  |   |                | Ever EL (N-X) 65%   |  |
| 2.6      | Local Indicator<br>Reflection Assessment<br>Rate progress in providing PL for teaching to adopted academic standards/frameworks: 1 – Exploration & Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation & Sustainability | 2023-24<br>Local Indicator<br>Reflection Assessment<br>English Language Arts 4<br>English Language Development 5<br>Math 5<br>Next Generation Science 5<br>Social Studies 4   | 2024-25<br>Local Indicator<br>Reflection Assessment<br>English Language Arts 5<br>English Language Development 5<br>Math 5<br>Next Generation Science 5<br>Social Studies 5   |                | 2026-27<br>Local Indicator<br>Reflection Assessment<br>English Language Arts 5<br>English Language Development 5<br>Math 5<br>Next Generation Science 5<br>Social Studies 5   | Local Indicator<br>Reflection Assessment<br>English Language Arts 1<br>English Language Development 0<br>Math 0<br>Next Generation Science 0<br>Social Studies 0   |
| 2.7      | Percentage of parents reporting satisfaction on district's reporting tool.<br><br>"How satisfied are you with the current TK-8 standards-based reporting tools in providing clear and useful information about your child's progress?"  | 2024-25<br>This is a new metric, and the baseline will be available in 2025<br><br>2024-25<br>Percentage of parents reporting satisfaction on district's reporting tool.<br>Student academic programs: 78%<br>Student social-emotional learning: 84%<br>Student safety: 90% | 2024-25<br>Percentage of parents reporting satisfaction on district's reporting tool.<br>Student academic programs: 78%<br>Student social-emotional learning: 84%<br>Student safety: 90%<br>School lunch program (The |                | 2026-27<br>Percentage of parents reporting satisfaction on district's reporting tool.<br>Student academic programs: 84%<br>Student social-emotional learning: 92%<br>Student safety: 96%<br>School lunch program (The | Percentage of parents reporting satisfaction on district's reporting tool.<br>Student academic programs: 0%<br>Student social-emotional learning: 0%<br>Student safety: 0%<br>School lunch program (The LunchMaster): 0%<br>Report Cards: 0% |

| Metric # | Metric  | Baseline  | Year 1 Outcome  | Year 2 Outcome | Target for Year 3 Outcome   | Current Difference from Baseline  |
|----------|---|---|---|----------------|---|---|
|          |   | School lunch program (The LunchMaster): 37%<br>Report Cards: 71%<br>Parent Teacher Conferences: 74%   | LunchMaster): 37%<br>Report Cards: 71%<br>Parent Teacher Conferences: 74%   |                | LunchMaster): 43%<br>Report Cards: 77%<br>Parent Teacher Conferences: 80%   | Parent Teacher Conferences: 0%  |
| 2.8      | Progress monitor focal student group enrollment into compacted math classes<br><br>Focal Student Groups: AA, EL, Hispanic, Pacific Islander, SWD, SED, T<br><br>N=Number of Students<br>X-Actual Number | 2023-24<br>Number of focal students enrolled in compacted math classes (5-8 gr.)<br>ALL (N-703) 60%<br>EL (N-4) 10%<br>SED (32) 20%<br>SWD (N-21) 20%<br>HI, PI, AA (77) 30%<br><br>(Metric Removed)<br>Percentage of focal students meeting or exceeding standards on the Mini-MIRA (5-8 gr.)<br>ALL (N-1081) 74.5%<br>EL (N-16) 18.8%<br>SED (134) 41.0%<br>SWD (N-81) 30.9%<br>HI, PI, AA (218) 45.8%<br><br>(New Metric)<br>iReady Math 5-8-<br>Baseline will be in Yr 1<br>Outcome 24-25 | 2024-25<br>Number of focal students enrolled in compacted math classes (5-8 gr.)<br>ALL (N-824) 71%<br>EL (N-4) 9%<br>SED (36) 25%<br>SWD (N-27) 24%<br>HI, PI, AA (87) 36%<br><br>(New Metric)<br>iReady Math (5-8 gr.)<br>ALL (N-1070) 75.9%<br>EL (N-41) 29.3%<br>SED (N-131) 42.0%<br>SWD (N-95) 36.8%<br>HI (N-213) 46.9%<br>PI, AA (N-15) 33.3% |                | 2026-27<br>Number of focal students enrolled in compacted math classes (5-8 gr.)<br>ALL (N-X) 70%<br>EL (N-X) 20%<br>SED (N-X) 30%<br>SWD (N-X) 30%<br>HI, PI, AA (N-X) 40%<br><br>(Metric Removed)<br>Percentage of focal students meeting or exceeding standards on the Mini-MIRA<br><br>iReady Math (5-8 gr.)<br>ALL (N-X) 80%<br>EL (N-X) 35%<br>SED (N-X) 48.0%<br>SWD (N-X) 53%<br>HI (N-X) 53%<br>PI, AA (N-X) 40% | Number of focal students enrolled in compacted math classes (5-8 gr.)<br>ALL 11%<br>EL -1%<br>SED 5%<br>SWD 4%<br>HI, PI, AA 6%<br><br>iReady Math (5-8 gr.)<br>ALL 0%<br>EL 0%<br>SED 0%<br>SWD 0%<br>HI 0%<br>PI, AA 0% |

| Metric # | Metric   | Baseline  | Year 1 Outcome   | Year 2 Outcome | Target for Year 3 Outcome  | Current Difference from Baseline   |
|----------|--|---|--|----------------|--|--|
| 2.9      | Physical Education Fitness Assessment (Compliance Requirement) | <p>2023-24</p> <p>Participation Rate</p> <p>5th Grade Aerobic Capacity 99.03%</p> <p>Abdominal Strength and Endurance 98.71%</p> <p>Trunk Extensor Strength and Flexibility 98.38%</p> <p>Upper Body Strength and Endurance 98.06%</p> <p>Flexibility 99.35%</p><br><p>7th Grade Aerobic Capacity 89.93%</p> <p>Abdominal Strength and Endurance 91.61%</p> <p>Trunk Extensor Strength and Flexibility 91.28%</p> <p>Upper Body Strength and Endurance 91.28%</p> <p>Flexibility 91.61%</p> | <p>2024-25</p> <p>The most recent Physical Education Fitness Assessment results are not yet available at this time. Data will be incorporated into this metric upon release by the California Department of Education.</p> |                | <p>2026-27</p> <p>Participation Rate</p> <p>5th Grade Aerobic Capacity 99%</p> <p>Abdominal Strength and Endurance 98.90%</p> <p>Trunk Extensor Strength and Flexibility 96.23%</p> <p>Upper Body Strength and Endurance 98.90%</p> <p>Flexibility 99.23%</p><br><p>7th Grade Aerobic Capacity 99.88%</p> <p>Abdominal Strength and Endurance 99.92%</p> <p>Trunk Extensor Strength and Flexibility 99.61%</p> <p>Upper Body Strength and Endurance 99.26%</p> <p>Flexibility 99.96%</p> | <p>2024-25</p> <p>The most recent Physical Education Fitness Assessment results are not yet available at this time. Data will be incorporated into this metric upon release by the California Department of Education.</p> |

## Goal Analysis [2024-25]

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.

In support of Goal 2, to strengthen academic excellence in ELA, Math, and Science, the district has made substantial progress in professional development and instructional improvements, strategically aligning with its multi-year plan for effective implementation and sustained support. K-2 teachers received ongoing training on Foundational Literacy Skills, building strong reading foundations, while all certificated staff, teachers, and interventionists completed CORE Learning's structured literacy training, equipping them with evidence-based methods. These efforts address essential foundational skills for long-term academic success. Further supporting student learning, the iReady Assessment has been introduced to track progress and tailor instruction. Math professional development for grades 3-8 was successfully conducted, though the math adoption committee's work has been postponed to next year. Similarly, while materials for a CAST review program have been purchased, the full implementation of mid-year interim science assessments will begin next school year, allowing for careful and practical integration. By implementing these key strategies and making necessary adjustments, the district ensures all students receive high-quality instruction and the resources they need to thrive, fostering a stronger, research-based approach to literacy and overall academic achievement.

### Actual Implementation

**Action 2.1 Curriculum:** The district has implemented professional development for K-2 teachers, using the adopted Foundational Literacy Skills materials to increase Language Arts achievement. This training took place at the start of the school year. It will continue during District Thursdays to ensure educators are well supported in providing effective foundational literacy instruction and supporting student success in early literacy development.

**Action 2.3 Professional Development:** The district has completed structured literacy training for all teachers and intervention staff in partnership with CORE Learning. This training focused on foundational literacy skills and comprehension for K-2 teachers, spelling, vocabulary, grammar, morphology, and comprehension for grades 3-5, and content area academic vocabulary, comprehension strategies, and text structures for grades 6-8. These sessions aim to strengthen literacy instruction across all grade levels and address the diverse needs of students. The next steps will be to provide the leadership team with specific training on supporting their staff in foundational and content literacy through a leadership training series with CORE.

**Action 2.4 Professional Development:** Grade 3-8 teachers participated in professional development sessions focused on asset-based math assessments, data analysis, and instructional implications. Tailored sessions were provided for 3-5 teachers and 6-8 math teachers to boost achievement in mathematics. This training, conducted with Math ANEX, has been completed. While the district is moving in a different direction regarding assessment tools, the focus on asset-based language and approaches remains a priority to support student success.

**Action 2.8 Course Access:** District staff is in progress monitoring the enrollment of focal students in compacted math. There has been a slight increase in some student groups. A recent empathy interview was conducted specifically looking at chronically absent students and learning about their math identity.

### Deferred Implementation:

Action 2.2 Curriculum: Because the State Board of Education's approved list of materials will not be available until November 2025, forming a math adoption committee to adopt a new K-5 and 6-8 math program by 2027 has been moved to the next school year, as this is a three-year plan.

Action 2.5 Data and Assessment: CAST Review Materials have been purchased. A few classroom teachers in grades 5 and 8 will try them out. A full Implementation for the interim is still under consideration. As this is a three-year plan, this action item will be moved to the next school year.

Action 2.6 Professional Development: This action item "All teachers will receive professional development, understanding how to better align student Individual Education Plan (IEP) goals to general education curriculum to provide access to students with disabilities, as this is a 3-year plan.

Action 2.7 Data and Assessment: This action item, "Revise and improve TK-8 standards-based reporting tools as needed", will be moved to the next school year, as this is a three-year plan.

The district has successfully advanced key professional learning initiatives, ensuring teachers are equipped with research-based instructional strategies. Timeline adjustments reflect a thoughtful approach to pacing implementation while focusing on high-impact instructional practices.

#### 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.

Below is an explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures, and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services:

Action 2.2: The \$5,000 allotment was not spent, rolling over to the next school year. The original expense was meant for timesheets and subs for math adoption committee. However, we did not launch the adoption process. The funds were not used.

Action 2.4: The \$80,800 allotment was not all spent. We spent \$55,507.19. The contracted services with Math ANEX were terminated due to organizational changes.

Action 2.5: We budgeted \$1,500, but spent \$250. We did not need all that was budgeted for testing materials.

Action 2.6: We budgeted \$91,369.00, but spent \$71,018.81. Funds were spent on additional staffing at our sites to support student needs. Due to the tenure of teachers, salaries of incoming teachers placed lower on the salary schedule.

Action 2.7: The \$5,000 allotment was not all spent. We only spent \$267. We have not started in this work to revise our report cards.

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

The district has made strong progress in enhancing student achievement, particularly for focal groups, through targeted professional learning and instructional upgrades. K-8 literacy training and structured literacy sessions with CORE Learning have bolstered reading instruction along with a K-2 Foundational Skills curriculum implementation, while grades 3-8 training included morphology and academic vocabulary. Though the math adoption committee and interim science assessments have been deferred to align with the district's multi-year plan, efforts

like monitoring focal student enrollment in compacted math and conducting empathy interviews with chronically absent students provide valuable insights. This phased in approach ensures sustained educator support and effective implementation of high-impact strategies for long-term success.

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.

Leadership members engaged in data-driven discussions throughout the school year, meetings with parent groups about students' needs, and feedback from union leadership/members informed updates to the LCAP. Their input ensured district actions aligned with student needs and were responsive to current data. Below are the changes to actions for the 2025-26 school year.

Metric 2.8-The district has successfully implemented professional development to strengthen math instruction, with a continued emphasis on asset-based language and instructional strategies. While Math ANEX provided valuable training, the company's acquisition by Amplify has necessitated a shift in assessment tools. As a result, the district will transition to iReady Math for progress monitoring, leading to a change in metrics. This adjustment ensures alignment with our long-term goals while strongly focusing on data-driven instruction to support student achievement.

Action 2.1- Based on Educational Partners' feedback, this action has been rewritten to include the middle school's work with i-Ready Reading and Math. (Revised Action Item for 25-26) K-8 teachers will receive professional development on using the adopted Foundational Literacy Skills materials (K-5) and i-Ready Reading and Math data (6-8) to inform instruction and increase student achievement in Language Arts and Math by 2027.

Action 2.3- Based on staff feedback, the district is refining its approach to structured literacy training by shifting the focus from direct teacher training to leadership development. Originally planned as a two-year training timeline, this adjustment ensures that site and district leaders can support their staff in implementing effective literacy instruction. Moving forward, the leadership team will participate in a specialized training series with CORE Learning, enabling them to guide and sustain high-quality literacy practices across all grade levels.

Action 2.4- Based on Educational Partners' feedback, this action has been rewritten to include the middle school's work with iReady Math. (Revised Action Item for 25-26) All teachers will undergo professional development sessions focused on asset-based math assessments, data analysis, and instructional implications. These sessions will be tailored for K-5 and 6-8 math teachers, with the aim of boosting achievement in mathematics through iReady Math professional learning support structures.

**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.**

## Actions

| Action # | Title                    | Description   | Total Funds | Contributing |
|----------|--------------------------|---|-------------|--------------|
| 2.1      | Curriculum               | <p>(Previous Action Item) K-5 teachers will receive professional development on using the adopted Foundational Literacy Skills materials to increase achievement in Language Arts by 2027</p> <p>(Revised Action Item for 25-26) K-8 teachers will receive professional development on using the adopted Foundational Literacy Skills materials (K-5) and i-Ready Reading and Math data (6-8) to inform instruction and increase student achievement in Language Arts and Math by 2027.</p>   | \$45,000.00 | No           |
| 2.2      | Curriculum               | Form a math adoption committee with the intention to adopt NEW K-5 & 6-8 math program by 2027   | \$20,000.00 | No           |
| 2.3      | Professional Development | <p>All teachers and intervention staff will receive training on structured literacy in partnership with CORE by 2027:</p> <p>*K-2: Foundational Literacy Skills &amp; Comprehension</p> <p>*3-5-Spelling, Vocab, Grammar, Morphology, &amp; Comprehension</p> <p>*6-8-Content Area Academic Vocabulary and Comprehension Strategies and Text Structures</p>   | \$15,000.00 | No           |
| 2.4      | Professional Development | <p>(Previous Action Item) All teachers will undergo professional development sessions focused on asset-based math assessments, data analysis, and instructional implications. These sessions will be tailored for K-5 and 6-8 math teachers, with the aim of boosting achievement in mathematics</p> <p>(Revised Action Item for 25-26) Provide targeted professional development for K-5 and 6-8 teachers on asset-based math assessments, data analysis, and instructional strategies to strengthen their use of i-Ready Math and drive increased student achievement in mathematics.</p> | \$30,000.00 | No           |

| Action #   | Title                    | Description  | Total Funds | Contributing |
|------------|--------------------------|--|-------------|--------------|
| <b>2.5</b> | Data and Assessment      | A three year trial of mid-year interim 3-8 science assessment so that teachers can utilize the data to inform instruction by 2027  | \$1,500.00  | No           |
| <b>2.6</b> | Professional Development | All teachers will receive professional development on alignment of goals to general education curriculum to provide access to ensure students with disabilities have access to education | \$80,000.00 | No           |
| <b>2.7</b> | Data and Assessment      | Revise and improve TK-8 standards-based reporting tools as needed  | \$5,000.00  | No           |
| <b>2.8</b> | Course Access            | Examine access and support eligibility for more focal student groups to attend compacted math courses  | \$0.00      | No           |

# Goals and Actions

## Goal

| Goal # | Description  | Type of Goal |
|--------|--|--------------|
| 3      | <p>Bring to zero the number of "long-term" English Language Learners who have been in MPCSD since Kindergarten and/or at least 5 years as measured by annual ELPAC data and formative assessments to qualify for fluent English predesignation by their 6th concurrent year in MPCSD.</p> <p>Quantitative data number of LTELs redesigned to Fluent English status<br/>Qualitative data collection may include student focal groups, work samples, &amp; educational partner feedback as evidence of progress</p> <p>*Focal student groups: African American (AA), Pacific Islander (PI), Hispanic (H), English Language Learners (ELL), Students with Learning Differences (SWD), Students from Socio-Economically Disadvantaged Families (SED)</p> | Focus Goal   |

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

# Measuring and Reporting Results

| Metric # | Metric   | Baseline   | Year 1 Outcome   | Year 2 Outcome | Target for Year 3 Outcome   | Current Difference from Baseline  |
|----------|--|--|--|----------------|---|---|
| 3.1      | Percentage of EL students achieving “moderately developed” and “well developed” on the ELPAC   | 2023-24<br>Percentage of EL students achieving “moderately developed” and “well developed” on the ELPAC (N-200)<br>64%                             | 2024-2025<br>Percentage of EL students achieving “moderately developed” and “well developed” on the ELPAC (N-179)<br>78%   |                | 2026-27<br>Percentage of EL students achieving “moderately developed” and “well developed” on the ELPAC<br>77%                  | 2024-2025<br>The most recent ELPAC results are not yet available at this time. Data will be incorporated into this metric upon release by the California Department of Education. |
| 3.2      | Percentage of students who make progress towards English language proficiency by comparing English Learner students’ results (Scale Score) from the current Summative English Language Proficiency Assessments for California (ELPAC) ELPAC to the prior year Summative ELPAC results. | 2023-24<br>88% of English learners made progress towards English language proficiency by compared to 2022-23                                       | 2024-2025<br>89% of English learners made progress towards English language proficiency by compared to 2023-24             |                | 2026-27<br>94% of English learners made progress towards English language proficiency   | 2024-2025<br>The most recent ELPAC results are not yet available at this time. Data will be incorporated into this metric upon release by the California Department of Education. |
| 3.3      | Increase percentage of EL parents reporting awareness of child’s progress in learning English on the annual survey   | 2023-24<br>Total # of parents who completed the survey: 69<br>88% of EL parents reporting awareness of child’s progress in learning English on the | 2024-25<br>Total # of parents who completed the survey: 57<br>91% of EL parents reporting awareness of child’s progress in |                | 2026-27<br>Total # of parents who completed the survey: 0<br>93% of EL parents reporting awareness of their child’s progress in | 3%  |

| Metric # | Metric  | Baseline   | Year 1 Outcome  | Year 2 Outcome | Target for Year 3 Outcome                                  | Current Difference from Baseline        |
|----------|---|--|---|----------------|--|---|
|          |   | annual MPCSD LCAP/EL Parent Survey                     | learning English on the annual MPCSD LCAP/EL Parent Survey            |                | learning English on the annual MPCSD LCAP/EL Parent Survey |   |
| 3.4      | Decrease # of Long Term English Language Learners (LTELS) | 2023-24 EOY # of LTELS<br>EN 1<br>LR 1<br>OK 1<br>HV 5 | 2024-25 # of LTELS (as of 03.26.2025)<br>EN 5<br>LR 1<br>OK 0<br>HV 3 |                | 2026-27 EOY # of LTELS<br>EN 0<br>LR 0<br>OK 0<br>HV 0     | EN 4<br>LR 0<br>OK -1<br>HV -2          |
| 3.5      | Reclassification Rate                                     | 2023-24<br>Reclassification Rate<br>16%                | 2024-25<br>Reclassification Rate (as of 03.26.2025)<br>14%            |                | 2026-27<br>Reclassification Rate<br>22%                    | 2026-27<br>Reclassification Rate<br>-2% |

## Goal Analysis [2024-25]

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.

In addressing Goal 3 to reduce the number of long-term English Language Learners while supporting all English Language Learners (ELLs), the district has made incredible progress through staff professional development, family engagement, and targeted interventions. The ELD Coordinator provided training for specialists and teachers on ELD standards, text complexity, and ELPAC instructional implications, ensuring adequate support for language development. To expand learning opportunities for families, DELAC, ELAC, and Parent Café sessions engage parents, keeping them informed and actively involved in their child's education. A planned spring parent session will further empower families to support their children's academic progress, particularly in reclassification. Recognizing the importance of students' voices, the Hillview admin team, ELD Specialist, and coordinator conducted empathy interviews with LTEL students, gathering direct feedback on learning experiences. Students expressed enjoyment in their classes but requested teachers to slow down and repeat directions. This feedback, along with professional development for all teachers on ELPAC tasks, results, and instructional implications, allows for more personalized support and a more inclusive and responsive environment, ultimately helping ELL students achieve academic success and reduce the number of long-term ELLs.

Action 3.1 Professional Development: Professional development has been an incredible way to support our ELLs. The ELD Coordinator has provided PD for specialists and teachers to improve English Language Learners' academic achievement. They also collaborated with school psychologists to provide targeted interventions and support.

Action 3.2 Professional Development: The ELD Coordinator collaborates with various district groups. On the first District Thursday, the EL Specialist, trained by the Coordinator, led a professional development session for teachers on ELPAC tasks, results, and their instructional implications to enhance their understanding of ELPAC data and its impact on teaching strategies.

Action 3.3 Family Engagement: The district has provided various learning opportunities for families of English Language Learners through parent education, governance committees, and social events. Activities such as the Welcome Back Event, District English Language Advisory Committee (DELAC), English Language Advisory Committee (ELAC), LCAP Advisory, and Parent Café have created spaces for connection, learning, and collaboration.

Action 3.4 Family Engagement: The district is planning targeted learning opportunities and support for families of Long-Term English Learners (LTEL). The ELD Coordinator, Family Engagement Coordinator, and Middle School Principal have met to plan a Spring parent engagement event, where they will share strategies to help LTEL students reclassify and ask parents what additional support they need at home. Additionally, staff have interviewed LTEL students to understand their needs from teachers. The place was for staff to host two parent meetings, but due to the logistics of fully implementing the interventions for LTEL students, our meeting was postponed, hosting only one meeting this school year.

Action 3.5 Staffing: MPCSD has fully implemented additional intervention support resources and staff at Laurel and Encinal with English Language Learners, as these two schools have the highest caseloads. This targeted support enables these schools to offer additional language support. The additional EL support ensures effective interventions that support student success.

Encinal and Laurel received additional EL support to address high caseloads. While progress continues, efforts will focus on refining interventions and strengthening parent engagement to support reclassification goals.

#### 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.

Below is an explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures, and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services:

Action 3.1: The \$5,000 allotment was not fully spent. We spent \$3,058.29 on professional development needs.

Action 3.2: The \$5,000 allotment was not fully spent. We spent \$2,224.45. Funds were spent on timesheets to support testing in providing proctors.

Action 3.3: We budgeted \$130,000 but spent \$148,473.84. Difference is due to employees' salary increase.

Action 3.5: We budgeted \$1,224,908.00 but spent \$1,375,127.60. Difference is due to employees' salary increase.

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

Significant strides in supporting English Language Learners (ELLs) through training opportunities, family involvement, and focused support strategies with each initiative contributing effectively toward the goal. The professional development led by the ELD Coordinator has been highly successful, improving teachers' and specialists' understanding of ELD standards, text complexity, and ELPAC data, thereby enhancing instructional practices. Collaboration with school psychologists has further strengthened targeted interventions, providing a well-rounded approach to addressing the academic needs of ELLs.

Family engagement efforts have also proven effective. Through events like DELAC, ELAC, and Parent Café, the district has ensured that parents remain informed and involved, which in turn positively impacts student achievement. The planned spring parent session will further support this collaboration by focusing on the reclassification process for Long-Term English Learners (LTEL), and the empathy interviews with LTEL students have offered valuable insights to guide tailored interventions.

The addition of staff and resources at Laurel and Encinal, where the highest numbers of ELLs are found, has been effective in providing additional language support. This focused staffing ensures that interventions are reaching the students who need them most.

While these efforts have yielded positive results, ongoing work to refine interventions and enhance parent engagement, particularly around reclassification, will be crucial to sustaining and building on the progress made.

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.

Leadership members engaged in data-driven discussions throughout the school year, meetings with parent groups about students' needs, and feedback from union leadership/members informed updates to the LCAP. Their input ensured district actions aligned with student needs and were responsive to current data. Below are the changes to actions for the 2025-26 school year.

Revised Action Items for 25-26

Action 3.1 Based on Educational Partners' feedback, this action has been rewritten to include the following: (Revised Action Item for 25-26) Professional Learning: Increase rigor and intellectual quality of K-8 Designated ELD by providing regular and ongoing professional learning about instructing, gathering and analyzing evidence of learning of ELD standards, and planning next steps within a purposeful and product-oriented Designated ELD unit.

Action 3.2 Based on Educational Partners' feedback, this action has been rewritten to include the following: (Revised Action Item for 25-26) Professional Learning: ELD Coordinator will continue to collaborate with Ed Specialists to provide professional learning about our Dually Identified Learners to understand and plan instruction on ELD Connectors, develop Criterion 3 reclassification criteria for students who take Alternate Assessments, and become proficient in using the ELD standards and/or Connectors to develop linguistically appropriate goals in order to ensure that dually identified students are able to score proficient/fluent on the ELPAC and Alternate ELPAC. This action was also changed to be a "Limited Action as it only serves unduplicated students."

Action 3.3 Based on Educational Partners' feedback, this action has been rewritten to include the following: Family Engagement: MPCSD will provide various opportunities for families of English learners to provide input on governance committees, learn about our local school system and ways to support their student's academic success, connect and build community through the "Welcome Back" event, District English Language Advisory Committee (DELAC), English Language Advisory Committee (ELAC), LCAP advisory and Parent Café.

Action 3.4 Based on Educational Partners' feedback, this action has been rewritten to include the following: Family Engagement: MPCSD will host an annual meeting for parents of Long Term English Learners in order to ensure that they understand their students' status, reclassification criteria, and ways to support their students at home, as well as provide space for parents to communicate barriers and recommendations for learning success. MPCSD staff will empathize with parents about their student's learning experience and then brainstorm and take action on at least one idea to address system learning and motivation issues shared by parents and/or students.

Action 3.5 Based on Educational Partners' feedback, this action has been rewritten to include the following: Staffing: Provide additional ELD teachers at Encinal and Laurel to decrease the teacher-to-student ratio and ensure that all students with an EL status receive targeted, grade-level Designated ELD.

We have added two new action items to directly support the needs of our English Learner students, a key group within our unduplicated pupil population. One action adds ELD teachers at Encinal and Laurel to lower student-to-teacher ratios and ensure access to targeted, grade-level Designated ELD, supported by our district's partnership with WestEd and the implementation of OPTTEL. The second action addresses a decline in sense of belonging among EL students by engaging staff in empathy-based practices to uncover barriers and implement high-impact strategies that promote engagement and inclusion across all school sites.

New Action Times for 25-26

Action 3.6 Professional Learning & Assessment: Provide professional learning on the OPTTEL tool to middle school ELA teachers (at minimum) to gather and reflect on evidence of EL and LTEL students' use of English while engaging in grade-level academic core content.

Action 3.7 Sense of Belonging and Engagement: Begin to understand the experience of EL students in the MPCSD school system by engaging in empathy-style practices to uncover barriers to belonging and learning and determine and implement high-leverage practices that sustain student engagement and sense of belonging.

The district's efforts to reduce the number of Long-Term English Learners (LTELs) who have been in MPCSD since Kindergarten or for at least five years, as measured by annual ELPAC data and formative assessments, are progressing well. The planned actions, including professional development, targeted interventions, and family engagement, effectively support LTELs, and the metrics continue to align with the goal of redesignation by the 6th concurrent year in MPCSD. We look forward to implementing the revised and new action items in the 2025-26 school year.

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

# Actions

| Action # | Title                    | Description  | Total Funds  | Contributing |
|----------|--------------------------|--|--------------|--------------|
| 3.1      | Professional Development | <p>( Previous action item - Sunsetting) Provide professional learning and coaching on implementation of ELD standards integration to core subject areas for all teachers in order to increase ELLs literacy and language achievement</p> <p>(Revised Action Items for 25-26) Increase rigor and intellectual quality of K-8 Designated ELD by providing regular and ongoing professional learning about instructing, gathering and analyzing evidence of learning of ELD standards, and planning next steps within a purposeful and product-oriented Designated ELD unit.</p>  | \$5,000.00   | Yes          |
| 3.2      | Professional Development | <p>( Previous action item - Sunsetting) All teachers will receive professional development on English Language Proficiency Assessments for California (ELPAC) tasks, results, and understanding of instructional implications</p> <p>(Revised Action Items for 25-26) ELD Coordinator will continue to collaborate with Ed Specialists to provide professional learning about our Dually Identified Learners to understand and plan instruction on ELD Connectors, develop Criterion 3 reclassification criteria for students who take Alternate Assessments, and become proficient in using the ELD standards and/or Connectors to develop linguistically appropriate goals in order to ensure that dually identified students are able to score proficient/fluent on the ELPAC and Alternate ELPAC</p> | \$0.00       | Yes          |
| 3.3      | Family Engagement        | <p>(Previous Action Item- Sunsetting) Provide learning opportunities for families of English Language Learners through parent education, governance committees, and social events</p> <p>(Revised Action Items for 25-26) MPCSD will provide various opportunities for families of English learners to provide input on governance committees, learn about our local school system and ways to support their student's academic success, connect and build community through the "Welcome</p>  | \$150,000.00 | Yes          |

| Action # | Title             | Description   | Total Funds    | Contributing |
|----------|-------------------|---|----------------|--------------|
|          |                   | Back" event, District English Language Advisory Committee (DELAC), English Language Advisory Committee (ELAC), LCAP advisory and Parent Café.   |                |              |
| 3.4      | Family Engagement | <p>(Previous Action Item- Sunsetting) Provide learning opportunities and support specifically for families that have students identified as Long Term EL Learners twice a year</p> <p>(Revised Action Items for 25-26) MPCSD will host an annual meeting for parents of Long Term English Learners to ensure that they understand their students' status, reclassification criteria, and ways to support their students at home, as well as provide space for parents to communicate barriers and recommendations for learning success. MPCSD staff will empathize with parents about their student's learning experience and then brainstorm and take action on at least one idea to address system learning and motivation issues shared by parents and/or students.</p>  | \$20,000.00    | Yes          |
| 3.5      | Staffing          | <p>(Previous Action Item - Sunsetting) MPCSD will provide additional intervention support resources/staff to those school sites that have students with unfinished learning. This additional support will allow these schools to provide target academic interventions and smaller class sizes to accelerate learning and address student needs.</p> <p>*EL support will be provided to schools serving a student population larger than the minimum threshold, including Encinal and Laurel Schools. This additional support will enable these schools to implement targeted academic interventions, accelerating student learning and addressing specific academic needs.</p> <p>(Revised Action Items for 25-26) Provide additional ELD teachers at Encinal and Laurel to decrease the teacher-to-student ratio and ensure that all students with an EL status receive targeted, grade-level Designated ELD.</p> | \$1,400,000.00 | Yes          |

| Action #   | Title                    | Description  | Total Funds | Contributing |
|------------|--------------------------|--|-------------|--------------|
|            |                          |  |             |              |
| <b>3.6</b> | Professional Development | (New Action Item) Provide professional learning on the OPTTEL tool to middle school ELA teachers (at minimum) to gather and reflect on evidence of EL and LTEL students' use of English while engaging in grade-level academic core content.   | \$10,000.00 | Yes          |
| <b>3.7</b> | Sense of Belonging       | (New Action Item) Begin to understand the experience of EL students in the MPCSD school system by engaging practices, with a lens towards empathy (which emphasize understanding, sharing, and responding to others' feelings and perspectives with compassion and openness) to uncover barriers to belonging and learning and determine and implement high-leverage practices that sustain student engagement and sense of belonging. | \$0.00      | Yes          |

# Goals and Actions

## Goal

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

State Priorities addressed by this goal.

|   |
|---|
| <p>Priority 1: Basic (Conditions of Learning)<br/>Priority 6: School Climate (Engagement)</p> |
|---|

An explanation of why the LEA has developed this goal.

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

## Measuring and Reporting Results

| Metric # | Metric  | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome                | Current Difference from Baseline |
|----------|---|----------|----------------|----------------|--|----------------------------------|
| 4.1      | Percentage of teachers responding favorably to a Panorama survey on | 2024-25  | Metric Removed |                | 2026-27<br>This is a new metric, and the | 0                                |

| Metric # | Metric   | Baseline  | Year 1 Outcome   | Year 2 Outcome | Target for Year 3 Outcome  | Current Difference from Baseline  |
|----------|--|---|--|----------------|--|---|
|          | the usage of the elementary schools' science lab<br><br>"How often do you use the science lab at your elementary school?"  | This is a new metric, and the baseline will be available in 2025            |  |                | target outcome will be available in 2025   |   |
| 4.2      | Percentage of members on the Student body and site council rating the overall experience favorably<br><br>"How would you rate your overall experience and involvement with the student body and site council activities this school year?" | 2024-25<br>This is a new metric, and the baseline will be available in 2025 | Metric Removed   |                | 2026-27<br>This is a new metric, and the target outcome will be available in 2025  | 0   |
| 4.3      | Percentage of students reporting favorably to the physical spaces at school<br><br>"How pleasant or unpleasant is the physical space at your school?"  | 2024-25<br>This is a new metric, and the baseline will be available in 2025 | 2024-25<br>Students Reporting Favorably "How pleasant or unpleasant is the physical space at your school?"<br>3-5: (N-791) 82%<br>6-8: (N-759) 69% |                | 2026-27<br>Students Reporting Favorably "How pleasant or unpleasant is the physical space at your school?"<br>3-5: (N-x) 88%<br>6-8: (N-x) 75% | Students Reporting Favorably "How pleasant or unpleasant is the physical space at your school?"<br>3-5: 0%<br>6-8: 0% |
| 4.4      | Number of facilities meeting "Good Repair" status aligned with the School Accountability Report Card (SARC)  | 2024-25<br>2022-23 (SARC Reports always report on the previous year)        | 2024-25<br>2023-24 (SARC Reports always report on the previous year)   |                | 2026-27<br>2025-26 (SARC Reports always report on the previous year)   | 0   |

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

## Goal Analysis [2024-25]

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.

In implementing Goal 4 and creating inspiring environments, we continue to build opportunities for hands-on, experiential learning in science and STEM labs across all schools. By providing more interactive and engaging experiences, we aim to spark curiosity, deepen understanding, and enhance student learning in these critical subjects, ensuring a positive and stimulating atmosphere for all students. Overall, the planned actions to improve schools' social and physical learning climate are progressing as expected.

Action 4.1 Efforts to increase experiential learning in STEM labs are actively underway, with district site leaders working to expand opportunities for hands-on learning. While full implementation is ongoing, progress is being made to ensure students have greater access to these spaces.

Action 4.2 The initiative to incorporate physical art and nature into campuses is being considered as part of future bond-funded projects. These enhancements reflect student strengths and interests, creating a more vibrant and inclusive school environment.

Action 4.3 This action item, which aims to make learning visible in the school environment, remains in the planning phase. Future steps will focus on developing strategies to showcase student learning meaningfully.

While securing funding and coordinating implementation timelines may present challenges, these initiatives are on track to improve the school climate and foster student engagement, belonging, and pride.

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.

Below is an explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures, and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services:

Action 4.1: The \$15,000 allotment was not fully spent. We spent \$6,000 on RAFT Maker Mobile.

Action 4.3: The \$10,000 allotment was spent. We will conduct this action next year.

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

The actions implemented to improve schools' social and physical learning climate have been effective in making progress toward the goal. However, opportunities for further enhancement are still being examined. Efforts to expand experiential learning in STEM labs are underway, increasing student access to hands-on learning experiences. Plans to incorporate physical art and nature on campuses are progressing through future bond-funded projects, fostering a more inclusive and engaging school environment. Additionally, making learning visible in the school environment remains in the planning phase, with ongoing discussions on the best strategies for implementation. While challenges such as funding and project coordination exist, progress continues, and opportunities for refinement and expansion are being explored further to strengthen student participation, inclusion, and school spirit.

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.

Leadership members engaged in data-driven discussions throughout the school year, meetings with parent groups about students' needs, and feedback from union leadership/members informed updates to the LCAP. Their input ensured district actions aligned with student needs and were responsive to current data. Below are the changes to actions for the 2025-26 school year.

The following metrics have been removed based on Educational Partners' feedback. Feedback provided was that the metrics were not actionable and did not meet our needs.

Metric 4.1- Percentage of teachers responding favorably to a Panorama survey on the usage of the elementary schools' science lab: "How often do you use the science lab at your elementary school?"

Metric 4.2- Percentage of members on the Student body and site council rating the overall experience favorably: "How would you rate your overall experience and involvement with the student body and site council activities this school year?"

These are the changes to the metrics for the coming year. Ongoing efforts will continue to improve the social and physical learning environment to foster student involvement, inclusion, and a sense of community.

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.

## Actions

| Action # | Title                        | Description  | Total Funds | Contributing |
|----------|------------------------------|--|-------------|--------------|
| 4.1      | Experiential Learning        | Increase opportunities for experiential learning in every schools' science/STEM lab                    | \$5,000.00  | No           |
| 4.2      | Environmental Sustainability | Utilize physical art and nature to represent the strengths and interests of the student body on campus | \$0.00      | No           |
| 4.3      | Parent Involvement           | Make learning visible in our environment-TK-8 Learning Walk  | \$5,000.00  | No           |

# Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2025-26]

|   |  |
|---|--|
| Total Projected LCFF Supplemental and/or Concentration Grants | Projected Additional 15 percent LCFF Concentration Grant |
| \$\$888,679   | \$0  |

## Required Percentage to Increase or Improve Services for the LCAP Year

| Projected Percentage to Increase or Improve Services for the Coming School Year | LCFF Carryover — Percentage | LCFF Carryover — Dollar | Total Percentage to Increase or Improve Services for the Coming School Year |
|---|-----------------------------|-------------------------|---|
| 3.021%  | 0.000%                      | \$0.00                  | 3.021%  |

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

## Required Descriptions

### LEA-wide and Schoolwide Actions

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

| Goal and Action # | Identified Need(s)   | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis  | Metric(s) to Monitor Effectiveness  |
|-------------------|--|--|---|
| 1.10              | <p><b>Action:</b><br/>Engagement</p> <p><b>Need:</b><br/>To develop a sense of belonging beyond the classroom, the involvement of extracurricular activities outside of school is just as crucial for engagement. Currently, MPCSD has 302 students from Socio-Economically Disadvantaged families, and only 62 students across our elementary schools have received</p> | <p>This action provides scholarships for students from socio-economically disadvantaged families to participate in after-school events, addressing the need for equitable access to enrichment opportunities that support academic and social-emotional development. Offered on an LEA-wide basis, this initiative ensures that all students, regardless of their school site, have the same opportunity to engage in extracurricular activities, which are critical for building skills such as teamwork, leadership, and confidence. While the</p> | <p>Panorama Annual survey and participation rate:<br/>Metric 1.9 &amp; 1.10</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>scholarships to participate in after-school activities. Currently, only 20% of our students are from SED families. The US Department of Education conducted a study on "The Benefits of Participating in Extracurricular Activities" and found that students who participated in extracurricular activities demonstrated higher levels of academic growth and confidence, encouraging a sense of belonging to their school and community. Our school district is community-funded, where families can afford to send their students to after-school programs. To address access and equity, MPCSD feels that by providing scholarships to our students, they can attend programs outside of school.</p> <p><b>Scope:</b><br/>LEA-wide</p> | <p>primary beneficiaries are foster youth and low-income students, all students across the district benefit as inclusion fosters diverse participation and a stronger, more connected school community. This is an effective use of funds because it removes financial barriers that often prevent our most vulnerable students from accessing opportunities that contribute to overall student success, thus directly supporting the district's goals for equity and achievement.</p>   |  |
| 3.1               | <p><b>Action:</b><br/>Professional Development</p> <p><b>Need:</b><br/>To ensure our students have access to A-G courses in high school, preventing them from being identified as Long-Term English Language Learners (LTELs) before being promoted to high school is imperative. Redesignating Long-Term English Language Learners (LTELLs) to Fluent English before high school significantly enhances their access to A-G courses, which are necessary for admission to the University of California (UC) and California State University (CSU) systems. This redesignation ensures LTELs have the</p>  | <p>Bringing the number of LTELs to zero before ELs leave MPCSD is crucial to achieving this goal. Providing high-quality, ongoing professional development (PD) on ELD Standards LEA-wide ensures all teachers are equipped to support English Learners with effective, aligned instruction. This action benefits all students across the LEA, not just ELs, by strengthening instructional practices like scaffolding, differentiation, and culturally responsive teaching that support access to academic content for diverse learners. The most effective use of funds is to build teacher capacity in language acquisition strategies, promote collaboration through PLCs, and support data-driven instruction based on ELPAC results. This comprehensive approach helps reduce the time</p> | <p>Decrease the number of Long Term EL Learners (Metric 3.4)</p> |

| Goal and Action # | Identified Need(s)  | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis   | Metric(s) to Monitor Effectiveness  |
|-------------------|---|---|---|
|                   | <p>English proficiency to comprehend rigorous academic content, allowing them to be placed in mainstream courses from the start of high school. It boosts their confidence and motivation, prevents the accumulation of educational gaps, and provides access to broader support services. Mastery of English and completing A-G courses improve college and career readiness, helping LTELs meet university admission requirements and pursue higher education. Additionally, early reclassification helps avoid scheduling conflicts between ELD and A-G courses, ensuring a smoother academic progression and the opportunity to take enriching electives. While our number of LTELs is low in the elementary schools, we want to continue to support our middle school in bringing the number of LTELs to zero count.</p> <p><b>Scope:</b><br/>LEA-wide</p> | <p>students remain classified as ELs and ensures more equitable outcomes across the district. Saunders, W. M., &amp; Goldenberg, C. (2010). Research to guide English language development instruction. In California Department of Education (Ed.), Improving education for English learners: Research-based approaches (pp. 21-81). Sacramento, CA: CDE Press.</p>  |   |
| 3.3               | <p><b>Action:</b><br/>Family Engagement</p> <p><b>Need:</b><br/>Our annual parent survey found that some parents are still unclear about our district's reclassification process. Engaging families in the reclassification process fosters a stronger home-school connection. When parents understand the process and its benefits, they are more likely to support and encourage their children's language development at home. Through our existing Parent Cafe and DELAC,</p>   | <p>MPCSD is committed to ensuring that all families, especially those of English learners, feel welcomed, informed, and empowered to support their children's education. We offer several districtwide opportunities for families to learn about our school system, share input, and build community. These include our "Welcome Back" event, District English Learner Advisory Committee (DELAC), site-level ELACs, the LCAP Advisory, and Parent Café gatherings. Through these spaces, families of English learners can gain a better understanding of how to support academic</p> | <p>Increase the percentage of EL parents reporting awareness of their child's progress in learning English on the annual survey. (Metric 3.3)</p> |

| Goal and Action # | Identified Need(s)  | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis   | Metric(s) to Monitor Effectiveness |
|-------------------|---|---|------------------------------------|
|                   | <p>our family engagement coordinator will provide training and support.</p> <p><b>Scope:</b><br/>LEA-wide</p>   | <p>success, while also having a voice in shaping district priorities.</p> <p>We offer these opportunities on an LEA-wide basis to ensure that all families—regardless of which school their child attends—have equitable access to information, engagement, and leadership. Consistent structures across the district make it easier for families to participate and for the district to respond to their needs in meaningful ways.</p> <p>While these actions are designed to support unduplicated pupils, the benefits extend to all students. When families are connected and informed, students are more likely to thrive. When schools build strong partnerships with families and create inclusive communities, it strengthens our entire system. A sense of belonging, open communication, and shared responsibility for student success are good for every child.</p> |                                    |
| 3.4               | <p><b>Action:</b><br/>Family Engagement</p> <p><b>Need:</b><br/>Our annual parent survey found that only 61% of our parents understood the resignation process, and 39% are still unclear about our district's redesignation process. Currently, we have one LTEL at each of our elementary schools and five at the middle school.</p> <p>When parents understand the process and its benefits, they are more likely to support and encourage their children's language development at home. Through our existing</p> | <p>MPCSD will host an annual meeting specifically for parents of Long-Term English Learners (LTELs) to ensure families fully understand their student's language learner status, the criteria for reclassification, and strategies to support learning at home. This meeting will also serve as a space for families to share barriers, offer suggestions, and engage in dialogue with staff. MPCSD staff will listen with empathy and collaboratively brainstorm with parents to identify and take action on at least one idea that addresses a challenge affecting student learning or motivation.</p> <p>This action is provided on an LEA-wide basis to ensure that every family of a Long-Term English</p>   | Decrease # of LTELS (Metric #3.4)  |

| 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>Parent Cafe and DELAC, our family engagement coordinator will provide training and support.</p> <p><b>Scope:</b><br/>LEA-wide</p> | <p>Learner, regardless of school site, receives consistent, equitable access to key information, resources, and relational support. A districtwide approach also allows for shared learning and systemic improvement across schools, making implementing solutions that benefit students beyond a single campus easier.</p> <p>While the primary focus is on English Learners, all students benefit from the systems and practices developed through this work. Strengthening family-school partnerships, addressing barriers to engagement, and improving communication about academic expectations creates a more inclusive and supportive environment for every student. The learnings and actions that emerge from this process can inform how we approach motivation, engagement, and communication across all student groups.</p> <p>This action is a high-leverage and effective use of funds because it directly addresses one of the most persistent challenges facing English Learners—long-term stagnation in language proficiency and academic progress. By providing targeted support through a dedicated family engagement coordinator, the district ensures that families of LTELs are not navigating this complex process alone. This personalized support empowers families, strengthens home-school collaboration, and directly contributes to improving outcomes for English Learners in a focused and sustainable way.</p> <p>Research: National Library of Medicine</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    |
|-------------------|---|---|---------------------------------------|
| 3.5               | <p><b>Action:</b><br/>Staffing</p> <p><b>Need:</b><br/>MPCSD is allocating additional intervention resources and staff to Encinal and Laurel, our two schools with the highest numbers of English Learner (EL) students. While each of our four school sites has access to an EL specialist, the average caseload at Encinal and Laurel far exceeds that of the other sites. Encinal currently serves approximately 80 EL students, and Laurel serves about 60, compared to an average of just over 20 EL students at the other two schools. To address this significant disparity and ensure all students receive the required EL services, we have allocated one additional EL specialist at both Encinal and Laurel. This targeted staffing approach ensures equitable access to language development support and helps meet the district’s goal of improving outcomes for English learners.</p> <p><b>Scope:</b><br/>Schoolwide</p> | <p>To better meet the needs of our English Learner students, MPCSD is allocating one additional EL specialist at both Encinal and Laurel—our two school sites with the largest EL populations. Encinal currently has about 80 English Learners, and Laurel has around 60, while our other two schools each have just over 20. Although all schools have an EL specialist, the caseloads at Encinal and Laurel are significantly higher, which limits the amount of individualized support we can provide. By adding staff at these sites, we’re ensuring that English Learner students have more consistent access to targeted instruction, progress monitoring, and reclassification support.</p> <p>This action is offered on a schoolwide basis because increasing EL staffing strengthens the overall instructional program. With more support, teachers can better meet the needs of all learners—whether it’s a newcomer EL student, a student struggling with reading, or a student who needs academic scaffolding. The EL specialist plays a key role in collaborating with classroom teachers, co-planning lessons, and integrating language development strategies into core instruction.</p> <p>This staffing decision is an intentional and effective use of funds because it prioritizes sites with the greatest need and directly supports our district’s goal of improving outcomes for English Learners. It allows us to provide more personalized, high-quality support that helps students grow in both their language skills and academic achievement,</p> | Decrease # of LTELS K-8 (Metric #3.4) |

| 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>while also benefiting the broader school community.<br/>Learners with Disabilities</p>   |  |
| <p><b>3.6</b></p> | <p><b>Action:</b><br/>Professional Development</p> <p><b>Need:</b><br/>In April 2023, MPCSD intentionally shifted our reclassification criteria to remove barriers and create more meaningful opportunities for our English Learners to be reclassified as Fluent English Proficient (RFEP). This decision was based on a clear need: In 2022, only 6% of our eligible EL students were reclassified. That number stood in contrast to the progress we’re seeing across other student groups and didn’t reflect the growth and readiness we know many of our EL students are demonstrating every day.</p> <p>One major change we made was adopting the CDE’s recommended Observation Protocol for Teachers of English Learners (OPTEL) to strengthen Criterion #2—teacher evaluation of English proficiency. We recognized that relying too heavily on test scores wasn’t telling the whole story, especially for students who show their language skills more clearly in the classroom than on a standardized assessment. OPTEL gives teachers a structured way to capture what they see in daily instruction and ensures their professional judgment is a meaningful part of the reclassification process.</p> | <p>This action is being implemented across the district because we want all English Learners, no matter which school they attend, to have access to strong, consistent support. By adding ELD teachers at Encinal and Laurel, we’re lowering student-to-teacher ratios so that all EL students can receive targeted, grade-level Designated ELD instruction. This kind of support is essential for accelerating language development and making sure ELs can fully engage with core academic content. While the primary focus is on meeting the needs of English Learners—who are part of our unduplicated student group—this work ultimately benefits all students by improving the quality of instruction and building more inclusive classrooms. Our partnership with WestEd and involvement in the CDE-WestEd professional learning series have helped us use OPTEL, a more equitable and objective tool for measuring English proficiency. Combined with benchmark assessments, OPTEL helps us make better reclassification decisions and plan instruction that truly meets students where they are. We’re also providing professional development to ensure these tools and strategies are being used consistently across the district. All of this reflects our commitment to using resources effectively to meet our goal: to accelerate English Learners’ language growth, ensure access to grade-level content, and close opportunity gaps.</p> | <p>Reclassification Rate (Metric #3.5)</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>These updates help us create a more complete and equitable system for identifying when students are ready to exit EL services. And more importantly, they reflect our belief that every student deserves to have their strengths recognized and their progress honored.</p> <p><b>Scope:</b><br/>LEA-wide</p>   |  |   |
| <p><b>3.7</b></p> | <p><b>Action:</b><br/>Sense of Belonging</p> <p><b>Need:</b><br/>As part of our LCAP review process, educational partners analyzed Panorama survey data, with a focus on student sense of belonging across grades 3 through 8. The data revealed that English Language Learners were the only unduplicated student group to experience a decline in sense of belonging, with an average decrease of 5% in both grades 3–5 and 6–8. In response to this trend, and as a direct result of the data analysis conducted by our educational partners, a new action item has been added to the LCAP to address and improve the school experience and sense of belonging for our English Learner students.</p> <p><b>Scope:</b></p> | <p>By using empathy-based practices, we’re helping staff better understand the experiences of our EL students so we can uncover and remove the barriers that are getting in their way. These conversations lead to real, high-leverage strategies that we can put in place across all schools. Offering this on an LEA-wide level means we’re creating consistency in how we support EL students—not just at one school, but everywhere. This approach helps us build more inclusive school communities where EL students feel like they belong and have what they need to succeed academically. It’s directly aligned with our district’s goal: to ensure every English Learner has access to meaningful learning, strong language development, and a school environment where they feel valued and supported. This is the most effective use of funds to support our English Learner students because it directly addresses what our own data is telling us—that EL students are experiencing a decline in their sense of belonging. We know that when students don’t feel</p> | <p>Percentage of EL students achieving “standard met” and “standard exceeded” on the ELPAC (Metric 3.1)</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 |
|-------------------|--------------------|---|------------------------------------|
|                   | LEA-wide           | connected, it impacts their engagement and learning.  |                                    |

### **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  |
|-------------------|--|--|---|
| <b>3.2</b>        | <p><b>Action:</b><br/>Professional Development</p> <p><b>Need:</b><br/>The average percentage of English Language Learners (ELs) performing at or above grade level on the ELPAC hovers around 20-25%. This data suggests the need for a classroom teacher to understand the ELPAC and monitor how students are accessing EL standards. Addressing the ELPAC and the data points through targeted professional development will better equip teachers to support ELs, enhancing their language proficiency and academic success. This training will give teachers a deeper understanding of language development and ensure that students have access to A-G courses in high school preventing them from being identified as Long-Term English Language Learners (LTELs) before they are promoted to high school.</p> <p><b>Scope:</b></p> | <p>Bringing the number of LTELs to zero before ELs leave MPCSD is crucial to achieving this goal. Analyzing ELPAC assessment results for students at risk of becoming LTELs, we should identify specific areas needing focus, such as writing, reading, or speaking skills, to support our objective of reducing LTEL numbers to zero. Understanding the ELPAC (English Language Proficiency Assessments for California) is crucial for classroom teachers as it enables them to tailor instruction to meet the needs of English Learners (ELs), monitor progress, and adjust teaching strategies based on proficiency data. Familiarity with the ELPAC helps teachers support ELs' reclassification to Fluent English Proficient (FEP) status and provide informed feedback to students and parents, enhancing communication and support. Additionally, aligning the curriculum with the ELPAC framework ensures relevant and effective instruction, contributing to teachers' professional growth and their ability to advocate for EL students' needs. This understanding empowers teachers to enhance language</p> | <p>Percentage of EL students achieving "standard met" and "standard exceeded" on the ELPAC (Metric 3.1)</p> |

| Goal and Action # | Identified Need(s)                       | How the Action(s) are Designed to Address Need(s)  | Metric(s) to Monitor Effectiveness |
|-------------------|--|--|------------------------------------|
|                   | Limited to Unduplicated Student Group(s) | development and academic success for ELs. There will be no cost associated with this training. |                                    |

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.

Not Applicable

### Additional Concentration Grant Funding

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

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

| <b>Staff-to-student ratios by type of school and concentration of unduplicated students</b> | Schools with a student concentration of 55 percent or less | Schools with a student concentration of greater than 55 percent |
|---|--|---|
| Staff-to-student ratio of classified staff providing direct services to students            | NA   | NA  |
| Staff-to-student ratio of certificated staff providing direct services to students          | NA   | NA  |

# 2025-26 Total Expenditures Table

| LCAP Year | 1. Projected LCFF Base Grant (Input Dollar Amount) | 2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount) | 3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1) | LCFF Carryover — Percentage (Input Percentage from Prior Year) | Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %) |
|-----------|--|--|---|--|---|
| Totals    | \$29,415,804                                       | \$888,679  | 3.021%  | 0.000%   | 3.021%  |

| Totals | LCFF Funds     | Other State Funds | Local Funds  | Federal Funds | Total Funds    | Total Personnel | Total Non-personnel |
|--------|----------------|-------------------|--------------|---------------|----------------|-----------------|---------------------|
| Totals | \$1,589,000.00 | \$0.00            | \$151,500.00 | \$125,000.00  | \$1,865,500.00 | \$1,730,500.00  | \$135,000.00        |

| Goal # | Action # | Action Title                      | Student Group(s)   | Contributing to Increased or Improved Services? | Scope | Unduplicated Student Group(s) | Location   | Time Span | Total Personnel | Total Non-personnel | LCFF Funds  | Other State Funds | Local Funds | Federal Funds | Total Funds | Planned Percentage of Improved Services |
|--------|----------|-----------------------------------|--|---|-------|-------------------------------|--|-----------|-----------------|---------------------|-------------|-------------------|-------------|---------------|-------------|---|
| 1      | 1.1      | Teacher Recruitment & Development | All  | No  |       |                               | All Schools  | 2025-2026 | \$0.00          | \$0.00              | \$0.00      | \$0.00            | \$0.00      | \$0.00        | \$0.00      |   |
| 1      | 1.2      | Chronic Absenteeism               | All Students with Disabilities<br>EL, Hispanic, Pacific Islander, SWD, Two or More Races | No  |       |                               | All Schools<br>Specific Schools: Encinal, Laurel, Oak Knoll, Hillview TK-8 | 2025-2026 | \$5,000.00      | \$0.00              | \$0.00      | \$0.00            | \$5,000.00  | \$0.00        | \$5,000.00  |   |
| 1      | 1.3      | Social & Emotional Learning       | All Students with Disabilities<br>AA, EL, Hispanic, Pacific Islander, SWD, or SED        | No  |       |                               | All Schools<br>Specific Schools: Encinal, Laurel, Oak Knoll, Hillview TK-8 | 2025-2026 | \$2,000.00      | \$8,000.00          | \$10,000.00 | \$0.00            | \$0.00      | \$0.00        | \$10,000.00 |   |
| 1      | 1.4      | Special Education Inclusion       | Students with Disabilities   | No  |       |                               | All Schools<br>Specific Schools: Encinal, Laurel, Oak Knoll, Hillview TK-8 | 2025-2026 | \$0.00          | \$5,000.00          | \$5,000.00  | \$0.00            | \$0.00      | \$0.00        | \$5,000.00  |   |
| 1      | 1.5      | Curriculum                        | All Students with Disabilities<br>AA, EL, Hispanic, Pacific Islander,                    | No  |       |                               | All Schools<br>Specific Schools: Encinal,                                  | 2025-2026 | \$20,000.00     | \$10,000.00         | \$0.00      | \$0.00            | \$30,000.00 | \$0.00        | \$30,000.00 |   |

| Goal # | Action # | Action Title             | Student Group(s)  | Contributing to Increased or Improved Services? | Scope    | Unduplicated Student Group(s) | Location   | Time Span | Total Personnel | Total Non-personnel | LCFF Funds  | Other State Funds | Local Funds | Federal Funds | Total Funds | Planned Percentage of Improved Services |
|--------|----------|--------------------------|---|---|----------|-------------------------------|--|-----------|-----------------|---------------------|-------------|-------------------|-------------|---------------|-------------|---|
|        |          |                          | SWD, or SED   |   |          |                               | Laurel, Oak Knoll, Hillview TK-8   |           |                 |                     |             |                   |             |               |             |   |
| 1      | 1.6      | Engagement               | All Students with Disabilities<br>AA, EL, Hispanic, Pacific Islander, SWD, or SED     | No  |          |                               | All Schools<br>Specific Schools: Encinal, Laurel, Oak Knoll, Hillview TK-8 | 2025-2026 | \$0.00          | \$5,000.00          | \$0.00      | \$0.00            | \$5,000.00  | \$0.00        | \$5,000.00  |   |
| 1      | 1.7      | Professional Development | All   | No  |          |                               | All Schools<br>Specific Schools: Encinal, Laurel, Oak Knoll, Hillview K-5  | 2025-2026 | \$0.00          | \$12,000.00         |             |                   | \$12,000.00 |               | \$12,000.00 |   |
| 1      | 1.8      | Engagement               | Students with Disabilities<br>AA, EL, Hispanic, Pacific Islander, SWD, or SED Tinsely | No  |          |                               | All Schools<br>Specific Schools: Encinal, Laurel, Oak Knoll, Hillview TK-8 | 2025-2026 | \$7,000.00      | \$0.00              | \$0.00      | \$0.00            | \$7,000.00  | \$0.00        | \$7,000.00  |   |
| 1      | 1.9      | Engagement               | Students with Disabilities<br>Tinsley Students  | No  |          |                               | All Schools<br>Specific Schools: Encinal, Laurel, Oak Knoll, Hillview TK-8 | 2025-2026 | \$0.00          | \$0.00              | \$0.00      | \$0.00            | \$0.00      | \$0.00        | \$0.00      |   |
| 1      | 1.10     | Engagement               | Foster Youth<br>Low Income  | Yes   | LEA-wide | Foster Youth<br>Low Income    | All Schools  | 2025-2026 | \$0.00          | \$0.00              | \$0.00      | \$0.00            | \$0.00      | \$0.00        | \$0.00      |   |
| 2      | 2.1      | Curriculum               | All Students with Disabilities<br>Encinal, Laurel, Oak                                | No  |          |                               | All Schools<br>Specific Schools:   | 2025-26   | \$21,000.00     | \$24,000.00         | \$24,000.00 | \$0.00            | \$21,000.00 | \$0.00        | \$45,000.00 |   |

| Goal # | Action # | Action Title             | Student Group(s)               | Contributing to Increased or Improved Services? | Scope | Unduplicated Student Group(s) | Location   | Time Span | Total Personnel | Total Non-personnel | LCFF Funds | Other State Funds | Local Funds | Federal Funds | Total Funds | Planned Percentage of Improved Services |
|--------|----------|--------------------------|--------------------------------|---|-------|-------------------------------|--|-----------|-----------------|---------------------|------------|-------------------|-------------|---------------|-------------|---|
|        |          |                          | Knoll                          |   |       |                               | Encinal, Laurel, Oak Knoll K-5   |           |                 |                     |            |                   |             |               |             |   |
| 2      | 2.2      | Curriculum               | All Students with Disabilities | No  |       |                               | All Schools Specific Schools: Encinal, Laurel, Oak Knoll, Hillview K-8 | 2025-26   | \$5,000.00      | \$15,000.00         | \$0.00     | \$0.00            | \$20,000.00 | \$0.00        | \$20,000.00 |   |
| 2      | 2.3      | Professional Development | All Students with Disabilities | No  |       |                               | All Schools Specific Schools: Encinal, Laurel, Oak Knoll, Hillview K-8 | 2025-26   | \$8,000.00      | \$7,000.00          | \$0.00     | \$0.00            | \$15,000.00 | \$0.00        | \$15,000.00 |   |
| 2      | 2.4      | Professional Development | All Students with Disabilities | No  |       |                               | All Schools Specific Schools: Encinal, Laurel, Oak Knoll, Hillview K-8 | 2025-26   | \$10,000.00     | \$20,000.00         | \$0.00     | \$0.00            | \$30,000.00 | \$0.00        | \$30,000.00 |   |
| 2      | 2.5      | Data and Assessment      | All Students with Disabilities | No  |       |                               | All Schools Specific Schools: Encinal, Laurel, Oak Knoll, Hillview 3-8 | 2025-26   | \$1,500.00      | \$0.00              | \$0.00     | \$0.00            | \$1,500.00  | \$0.00        | \$1,500.00  |   |
| 2      | 2.6      | Professional Development | All Students with Disabilities | No  |       |                               | All Schools Specific Schools: Encinal, Laurel, Oak Knoll,              | 2025-26   | \$80,000.00     | \$0.00              | \$0.00     | \$0.00            | \$0.00      | \$80,000.00   | \$80,000.00 |   |

| Goal # | Action # | Action Title             | Student Group(s)   | Contributing to Increased or Improved Services? | Scope                                    | Unduplicated Student Group(s) | Location   | Time Span | Total Personnel | Total Non-personnel | LCFF Funds     | Other State Funds | Local Funds | Federal Funds | Total Funds    | Planned Percentage of Improved Services |
|--------|----------|--------------------------|--|---|--|-------------------------------|--|-----------|-----------------|---------------------|----------------|-------------------|-------------|---------------|----------------|---|
|        |          |                          |  |   |  |                               | Hillview TK-8  |           |                 |                     |                |                   |             |               |                |   |
| 2      | 2.7      | Data and Assessment      | All Students with Disabilities   | No  |  |                               | All Schools<br>Specific Schools: Encinal, Laurel, Oak Knoll, Hillview TK-8 | 2025-26   | \$0.00          | \$5,000.00          | \$5,000.00     | \$0.00            | \$0.00      | \$0.00        | \$5,000.00     |   |
| 2      | 2.8      | Course Access            | All Students with Disabilities<br>AA, EL, Hispanic, Pacific Islander, SWD, SED | No  |  |                               | All Schools<br>Specific Schools: Encinal, Laurel, Oak Knoll                | 2025-26   | \$0.00          | \$0.00              | \$0.00         | \$0.00            | \$0.00      | \$0.00        | \$0.00         |   |
| 3      | 3.1      | Professional Development | English Learners   | Yes   | LEA-wide                                 | English Learners              | All Schools<br>Specific Schools: Encinal, Laurel, Oak Knoll, Hillview TK-8 | 2025-26   | \$5,000.00      | \$0.00              | \$5,000.00     | \$0.00            | \$0.00      | \$0.00        | \$5,000.00     |   |
| 3      | 3.2      | Professional Development | English Learners   | Yes   | Limited to Unduplicated Student Group(s) | English Learners              | All Schools  | 2025-26   | \$0.00          | \$0.00              | \$0.00         | \$0.00            | \$0.00      | \$0.00        | \$0.00         |   |
| 3      | 3.3      | Family Engagement        | English Learners   | Yes   | LEA-wide                                 | English Learners              | All Schools  | 2025-26   | \$150,000.00    | \$0.00              | \$150,000.00   | \$0.00            | \$0.00      | \$0.00        | \$150,000.00   |   |
| 3      | 3.4      | Family Engagement        | English Learners   | Yes   | LEA-wide                                 | English Learners              | All Schools  | 2025-26   | \$10,000.00     | \$10,000.00         | \$20,000.00    | \$0.00            | \$0.00      | \$0.00        | \$20,000.00    |   |
| 3      | 3.5      | Staffing                 | English Learners   | Yes   | School wide                              | English Learners              | All Schools<br>Specific Schools: Encinal and Laurel TK-5                   | 2025-26   | \$1,400,000.00  | \$0.00              | \$1,355,000.00 | \$0.00            | \$0.00      | \$45,000.00   | \$1,400,000.00 |   |

| Goal # | Action # | Action Title                 | Student Group(s) | Contributing to Increased or Improved Services? | Scope    | Unduplicated Student Group(s) | Location  | Time Span | Total Personnel | Total Non-personnel | LCFF Funds  | Other State Funds | Local Funds | Federal Funds | Total Funds | Planned Percentage of Improved Services |
|--------|----------|------------------------------|------------------|---|----------|-------------------------------|---|-----------|-----------------|---------------------|-------------|-------------------|-------------|---------------|-------------|---|
| 3      | 3.6      | Professional Development     | English Learners | Yes   | LEA-wide | English Learners              | All Schools 3-5, 6-8 Grades   | 2025-26   | \$1,000.00      | \$9,000.00          | \$10,000.00 |                   |             |               | \$10,000.00 |   |
| 3      | 3.7      | Sense of Belonging           | English Learners | Yes   | LEA-wide | English Learners              | All Schools 3-5, 6-8 Grades   | 2025-26   | \$0.00          | \$0.00              | \$0.00      | \$0.00            | \$0.00      | \$0.00        | \$0.00      |   |
| 4      | 4.1      | Experiential Learning        | All              | No  |          |                               | All Schools Specific Schools: Encinal, Laurel, Oak Knoll, Hillview TK-8 | 2024-25   | \$0.00          | \$5,000.00          | \$0.00      | \$0.00            | \$5,000.00  | \$0.00        | \$5,000.00  |   |
| 4      | 4.2      | Environmental Sustainability | All              | No  |          |                               | All Schools Specific Schools: Encinal, Laurel, Oak Knoll, Hillview TK-8 | 2024-25   | \$0.00          | \$0.00              | \$0.00      | \$0.00            | \$0.00      | \$0.00        | \$0.00      |   |
| 4      | 4.3      | Parent Involvement           | All              | No  |          |                               | All Schools Specific Schools: Encinal, Laurel, Oak Knoll, Hillview TK-8 | 2024-25   | \$5,000.00      | \$0.00              | \$5,000.00  |                   |             |               | \$5,000.00  |   |

# 2025-26 Contributing Actions Table

| 1. Projected LCFF Base Grant | 2. Projected LCFF Supplemental and/or Concentration Grants | 3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1) | LCFF Carryover — Percentage (Percentage from Prior Year) | Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %) | 4. Total Planned Contributing Expenditures (LCFF Funds) | 5. Total Planned Percentage of Improved Services (%) | Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5) | Totals by Type           | Total LCFF Funds |
|------------------------------|--|---|--|---|---|--|--|--------------------------|------------------|
| \$29,415,804                 | \$888,679  | 3.021%  | 0.000%   | 3.021%  | \$1,540,000.00  | 0.000%   | 5.235 %  | <b>Total:</b>            | \$1,540,000.00   |
|                              |  |   |  |   |   |  |  | <b>LEA-wide Total:</b>   | \$185,000.00     |
|                              |  |   |  |   |   |  |  | <b>Limited Total:</b>    | \$0.00           |
|                              |  |   |  |   |   |  |  | <b>Schoolwide Total:</b> | \$1,355,000.00   |

| Goal | Action # | Action Title             | Contributing to Increased or Improved Services? | Scope                                    | Unduplicated Student Group(s) | Location  | Planned Expenditures for Contributing Actions (LCFF Funds) | Planned Percentage of Improved Services (%) |
|------|----------|--------------------------|---|--|-------------------------------|---|--|---|
| 1    | 1.10     | Engagement               | Yes   | LEA-wide                                 | Foster Youth Low Income       | All Schools   | \$0.00   |   |
| 3    | 3.1      | Professional Development | Yes   | LEA-wide                                 | English Learners              | All Schools<br>Specific Schools:<br>Encinal, Laurel,<br>Oak Knoll, Hillview<br>TK-8 | \$5,000.00   |   |
| 3    | 3.2      | Professional Development | Yes   | Limited to Unduplicated Student Group(s) | English Learners              | All Schools   | \$0.00   |   |
| 3    | 3.3      | Family Engagement        | Yes   | LEA-wide                                 | English Learners              | All Schools   | \$150,000.00   |   |
| 3    | 3.4      | Family Engagement        | Yes   | LEA-wide                                 | English Learners              | All Schools   | \$20,000.00  |   |
| 3    | 3.5      | Staffing                 | Yes   | Schoolwide                               | English Learners              | All Schools<br>Specific Schools:<br>Encinal and Laurel<br>TK-5                      | \$1,355,000.00   |   |
| 3    | 3.6      | Professional Development | Yes   | LEA-wide                                 | English Learners              | All Schools<br>3-5, 6-8 Grades  | \$10,000.00  |   |

| Goal | Action # | Action Title       | Contributing to Increased or Improved Services? | Scope    | Unduplicated Student Group(s) | Location                       | Planned Expenditures for Contributing Actions (LCFF Funds) | Planned Percentage of Improved Services (%) |
|------|----------|--------------------|---|----------|-------------------------------|--------------------------------|--|---|
| 3    | 3.7      | Sense of Belonging | Yes   | LEA-wide | English Learners              | All Schools<br>3-5, 6-8 Grades | \$0.00   |   |

# 2024-25 Annual Update Table

| Totals | Last Year's Total Planned Expenditures (Total Funds) | Total Estimated Expenditures (Total Funds) |
|--------|--|--|
| Totals | \$1,746,077.00                                       | \$1,819,356.81                             |

| 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                  | Teacher Recruitment & Development | No   | \$0.00   | \$0.00  |
| 1                  | 1.2                  | Chronic Absenteeism               | No   | \$5,000.00                                     | \$0.00  |
| 1                  | 1.3                  | Social & Emotional Learning       | No   | \$10,000.00                                    | \$10,516.94                                       |
| 1                  | 1.4                  | Special Education Inclusion       | No   | \$5,000.00                                     | \$0.00  |
| 1                  | 1.5                  | Curriculum                        | No   | \$15,000.00                                    | \$14,039.21                                       |
| 1                  | 1.6                  | Engagement                        | No   | \$5,000.00                                     | \$3,404.80  |
| 1                  | 1.7                  | Professional Development          | No   | \$12,000.00                                    | \$12,936.02                                       |
| 1                  | 1.8                  | Engagement                        | No   | \$5,000.00                                     | \$6,581.63  |
| 1                  | 1.9                  | Engagement                        | No   | \$0.00   | \$0.00  |

| Last Year's Goal # | Last Year's Action # | Prior Action/Service Title | Contributed to Increased or Improved Services? | Last Year's Planned Expenditures (Total Funds) | Estimated Actual Expenditures (Input Total Funds) |
|--------------------|----------------------|----------------------------|--|--|---|
|                    |                      |                            |  |  |   |
| 1                  | 1.10                 | Engagement                 | Yes  | \$10,000.00                                    | \$0.00  |
| 2                  | 2.1                  | Curriculum                 | No   | \$21,000.00                                    | \$21,260.10                                       |
| 2                  | 2.2                  | Curriculum                 | No   | \$5,000.00                                     | \$0.00  |
| 2                  | 2.3                  | Professional Development   | No   | \$64,500.00                                    | \$69,640.00                                       |
| 2                  | 2.4                  | Professional Development   | No   | \$80,800.00                                    | \$55,507.19                                       |
| 2                  | 2.5                  | Data and Assessment        | No   | \$1,500.00                                     | \$250.00  |
| 2                  | 2.6                  | Professional Development   | No   | \$91,369.00                                    | \$71,018.81                                       |
| 2                  | 2.7                  | Data and Assessment        | No   | \$5,000.00                                     | \$267   |
| 2                  | 2.8                  | Course Access              | No   | \$0.00   | \$0.00  |
| 3                  | 3.1                  | Professional Development   | Yes  | \$5,000.00                                     | \$3,058.29  |
| 3                  | 3.2                  | Professional Development   | Yes  | \$5,000.00                                     | \$2,224.45  |
| 3                  | 3.3                  | Family Engagement          | Yes  | \$130,000.00                                   | \$148,473.84                                      |
| 3                  | 3.4                  | Family Engagement          | Yes  | \$20,000.00                                    | \$19,050.93                                       |

| Last Year's Goal # | Last Year's Action # | Prior Action/Service Title   | Contributed to Increased or Improved Services? | Last Year's Planned Expenditures (Total Funds) | Estimated Actual Expenditures (Input Total Funds) |
|--------------------|----------------------|------------------------------|--|--|---|
|                    |                      |                              |  |  |   |
| 3                  | 3.5                  | Staffing                     | Yes  | \$1,224,908.00                                 | \$1,375,127.60                                    |
| 4                  | 4.1                  | Experiential Learning        | No   | \$15,000.00                                    | \$6,000   |
| 4                  | 4.2                  | Environmental Sustainability | No   | \$0.00   | \$0.00  |
| 4                  | 4.3                  | Parent Involvement           | No   | \$10,000.00                                    | \$0.00  |

# 2024-25 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) |
|--|---|---|--|--|--|--|
| \$798,532  | \$1,384,908.00  | \$1,547,935.11  | (\$163,027.11)   | 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                  | 1.10                 | Engagement                 | Yes   | \$0.00   | \$0.00  |   |   |
| 3                  | 3.1                  | Professional Development   | Yes   | \$5,000.00   | \$3,058.29  |   |   |
| 3                  | 3.2                  | Professional Development   | Yes   | \$5,000.00   | \$2,224.45  |   |   |
| 3                  | 3.3                  | Family Engagement          | Yes   | \$130,000.00   | \$148,473.84  |   |   |
| 3                  | 3.4                  | Family Engagement          | Yes   | \$20,000.00  | \$19,050.93   |   |   |
| 3                  | 3.5                  | Staffing                   | Yes   | \$1,224,908.00   | \$1,375,127.60  |   |   |

# 2024-25 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) |
|---|---|--|---|--|---|--|--|---|
| \$27,432,283  | \$798,532   | 0%   | 2.911%  | \$1,547,935.11   | 0.000%  | 5.643%   | \$0.00   | 0.000%  |

# Local Control and Accountability Plan Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

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

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

## Introduction and Instructions

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

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

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

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

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

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

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

The revised LCAP template for the 2024–25, 2025–26, and 2026–27 school years reflects statutory changes made through Senate Bill 114 (Committee on Budget and Fiscal Review), Chapter 48, Statutes of 2023 and Senate Bill 153, Chapter 38, Statutes of 2024.

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. LEAs may also provide information about their strategic plan, vision, etc.

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.
- LEAs may also provide information about their strategic plan, vision, etc.
- 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.

EC Section 52064.4 requires that an LEA that has unexpended Learning Recovery Emergency Block Grant (LREBG) funds must include one or more actions funded with LREBG funds within the 2025-26, 2026-27 and 2027-28 LCAPs, as applicable to the LEA. To implement the requirements of EC Section 52064.4, all LEAs must do the following:

- For the 2025–26, 2026–27, and 2027–28 LCAP years, identify whether or not the LEA has unexpended LREBG funds for the applicable LCAP year.
  - If the LEA has unexpended LREBG funds the LEA must provide the following:
    - The goal and action number for each action that will be funded, either in whole or in part, with LREBG funds; and
    - An explanation of the rationale for selecting each action funded with LREBG funds. This explanation must include:
      - An explanation of how the action is aligned with the allowable uses of funds identified in [EC Section 32526\(c\)\(2\)](#); and
      - An explanation of how the action is expected to address the area(s) of need of students and schools identified in the needs assessment required by [EC Section 32526\(d\)](#).
        - For information related to the allowable uses of funds and the required needs assessment, please see the Program Information tab on the [LREBG Program Information](#) web page.
    - Actions may be grouped together for purposes of these explanations.
    - The LEA may provide these explanations as part of the action description rather than as part of the Reflections: Annual Performance.
  - If the LEA does not have unexpended LREBG funds, the LEA is not required to conduct the needs assessment required by EC Section 32526(d), to provide the information identified above or to include actions funded with LREBG funds within the 2025-26, 2026-27 and 2027-28 LCAPs.

### **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

### *Requirements*

**School districts and COEs:** [EC Section 52060\(g\)](#) and [EC Section 52066\(g\)](#) 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\(d\)](#) 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](#);
  - **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](#); and
- For charter schools, see [Education Code Section 47606.5](#).

- **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\(b\)\(1\)](#) 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.
- **Required metrics for actions supported by LREBG funds:** To implement the requirements of EC Section 52064.4, LEAs with unexpended LREBG funds must include at least one metric to monitor the impact of each action funded with LREBG funds included in the goal.
  - The metrics being used to monitor the impact of each action funded with LREBG funds are not required to be new metrics; they may be metrics that are already being used to measure progress towards goals and actions included in the LCAP.

Complete the table as follows:

| Metric #   |
|--|
| <ul style="list-style-type: none"> <li>• Enter the metric number.</li> </ul> |
| Metric   |

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

## Baseline

- Enter the baseline when completing the LCAP for 2024–25.
  - Use the most recent data associated with the metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (e.g., high school graduation rate).
  - Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS.
  - Indicate the school year to which the baseline data applies.
  - The baseline data must remain unchanged throughout the three-year LCAP.
    - This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.
    - If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.
  - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

## Year 1 Outcome

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

## Year 2 Outcome

- When completing the LCAP for 2026–27, enter the most recent data available. Indicate the school year to which the data applies.

- Note for Charter Schools: Charter schools developing a one-year LCAP may identify the Year 2 Outcome as not applicable when completing the LCAP for 2026–27 or may provide the Year 2 Outcome for 2026–27.

### Target for Year 3 Outcome

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

### Current Difference from Baseline

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

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

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

### Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

- The reasons for the ineffectiveness, and
- How changes to the action will result in a new or strengthened approach.

## Actions:

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

### Action #

- Enter the action number.

### Title

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

### Description

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

### Total Funds

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

### Contributing

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

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

## Required Actions

### For English Learners and Long-Term English Learners

- 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.

### For Technical Assistance

- 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.

### For Lowest Performing Dashboard Indicators

- 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.

### For LEAs With Unexpended LREBG Funds

- To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include one or more actions supported with LREBG funds within the 2025–26, 2026–27, and 2027–28 LCAPs, as applicable to the LEA. Actions funded with LREBG funds must remain in the LCAP until the LEA has expended the remainder of its LREBG funds, after which time the actions may be removed from the LCAP.
  - Prior to identifying the actions included in the LCAP the LEA is required to conduct a needs assessment pursuant to [EC Section 32526\(d\)](#). For information related to the required needs assessment please see the Program Information tab on the [LREBG](#)

[Program Information](#) web page. Additional information about the needs assessment and evidence-based resources for the LREBG may be found on the [California Statewide System of Support LREBG Resources](#) web page. The required LREBG needs assessment may be part of the LEAs regular needs assessment for the LCAP if it meets the requirements of *EC* Section 32526(d).

- School districts receiving technical assistance and COEs providing technical assistance are encouraged to use the technical assistance process to support the school district in conducting the required needs assessment, the selection of actions funded by the LREBG and/or the evaluation of implementation of the actions required as part of the LCAP annual update process.
- As a reminder, LREBG funds must be used to implement one or more of the purposes articulated in [EC Section 32526\(c\)\(2\)](#).
- LEAs with unexpended LREBG funds must include one or more actions supported by LREBG funds within the LCAP. For each action supported by LREBG funding the action description must:
  - Identify the action as an LREBG action;
  - Include an explanation of how research supports the selected action;
  - Identify the metric(s) being used to monitor the impact of the action; and
  - Identify the amount of LREBG funds being used to support the action.

## **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:

- 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 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).

California Department of Education  
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|--------|---|
| 504    | Section 504 of the Rehabilitation Act of 1973 is a civil rights statute which prohibits discrimination against individuals with disabilities. A 504 plan is an individual education plan for a special-needs student. |
| AA     | African America   |
| ADA    | Americans with Disabilities Act   |
| ADA    | Average Daily Attendance  |
| APE    | Adaptive Physical Education   |
| API    | Academic Performance Index  |
| ASB    | Associated Student Body   |
| CAASPP | California Assessment of Student Performance & Progress   |
| EL/ELL | English Learner or English Language Learner   |
| EO     | English Only. A designation for native English speakers   |
| ELD    | English Language Development  |
| ESOL   | English Speakers of Other Languages   |
| FEP    | Fluent English Proficient   |
| FRL    | Free & Reduced Lunch  |
| H/FY   | Homeless/Foster Youth   |
| R-FEP  | Reclassified (students moving from EL to FEP status) Fluent English Proficient  |
| FY     | Fiscal Year   |
| IEP    | Individualized Education Plan. A legal document requires for ESE students   |
| LEA    | Local Education Agency  |
| PE     | Physical Education  |
| PI     | Pacific Islander  |
| SARC   | School Accountability Report Card   |
| SBAC   | Smarter Balanced Assessment System  |
| SI     | Spanish Immersion   |
| SIS    | Student Information System  |
| SPED   | Special Education   |
| SPSA   | Single Plan for Student Achievement   |
| SRO    | School Resource Officer   |
| SSC    | School Site Council   |
| SST    | Student Study Team  |
| SWD    | Students with Disabilities  |
| SWL    | Students with Learning Differences  |
| TUPE   | Tobacco-Use Prevention Education  |