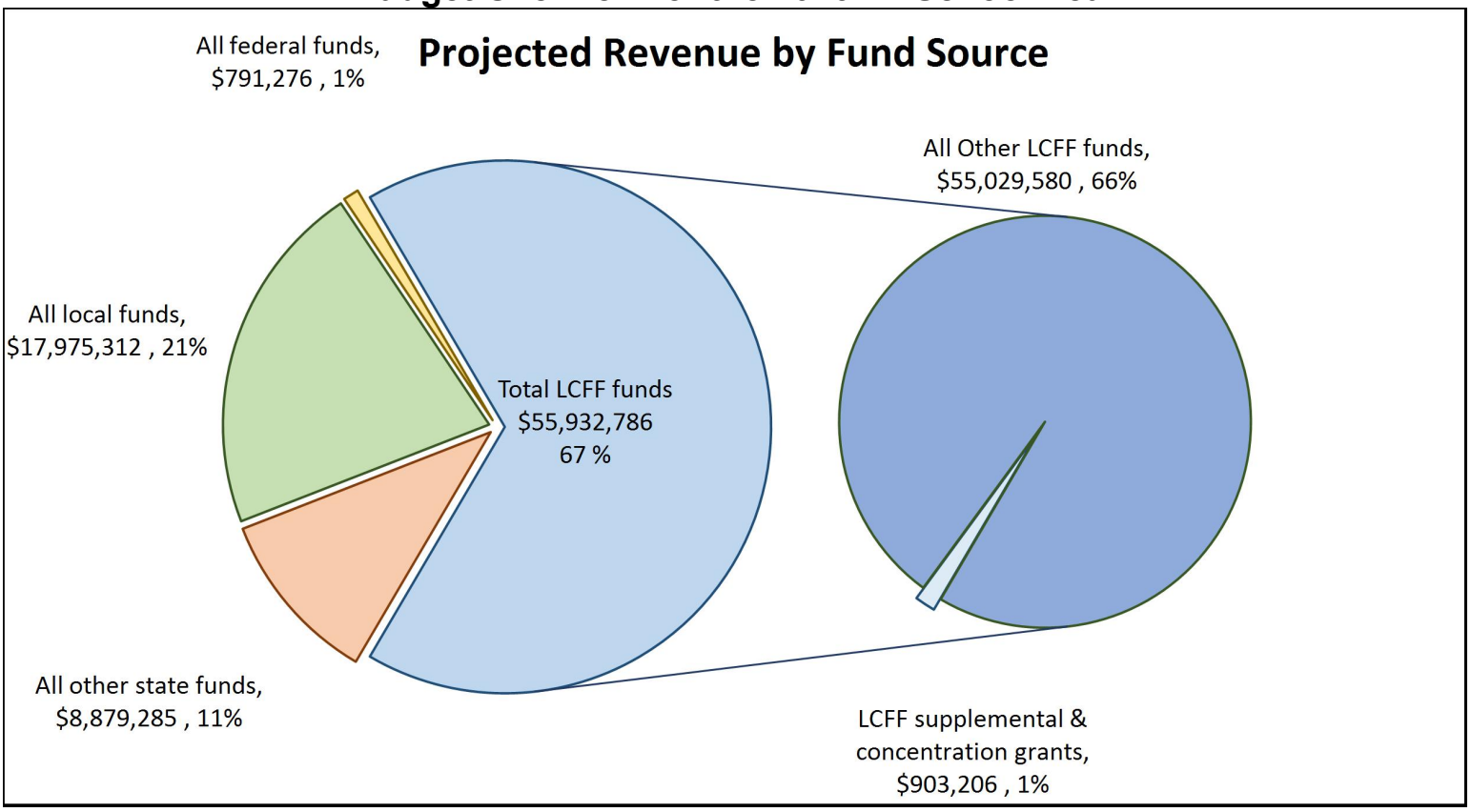
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Menlo Park City Elementary School District
CDS Code: 41689650000000
School Year: 2026-27
LEA contact information:
Kristen Gracia
Superintendent
kgracia@mpcsd.org
(650) 321-7140

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 2026-27 School Year

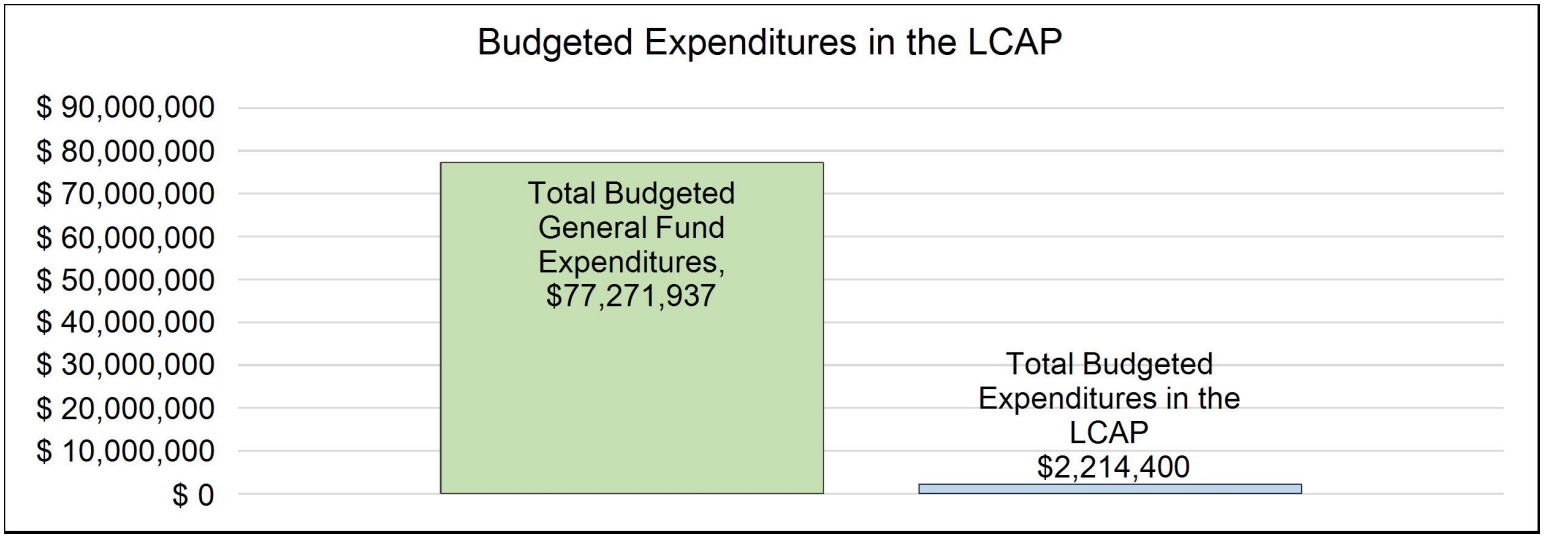


This chart shows the total general purpose revenue Menlo Park City Elementary School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Menlo Park City Elementary School District is $83,578,659, of which $55,932,786 is Local Control Funding Formula (LCFF), $8,879,285 is other state funds, $17,975,312 is local funds, and $791,276 is federal funds. Of the $55,932,786 in LCFF Funds, $903,206 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 2026-27. 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 $77,271,937 for the 2026-27 school year. Of that amount, $2,214,400 is tied to actions/services in the LCAP and $75,057,537 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

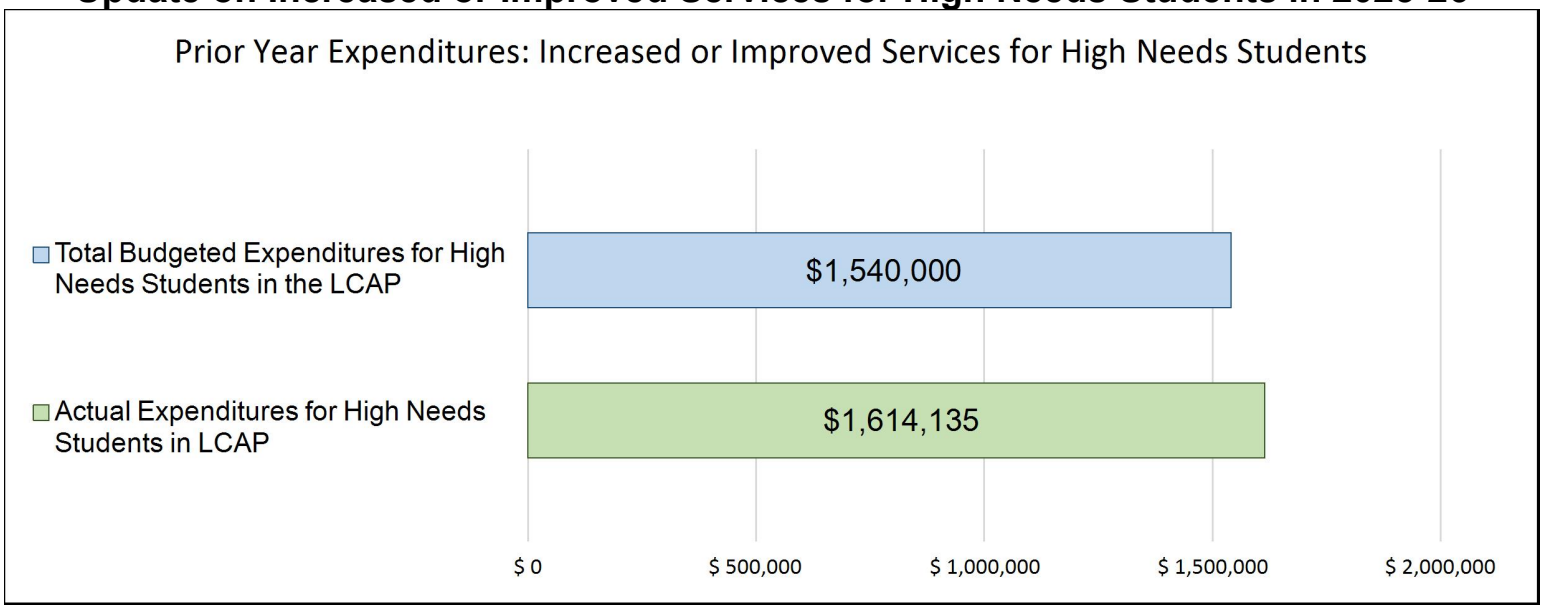
District Office, Administration, Site Expenditures, M.O.T (maintenance, operations, transportation), ongoing Technology, non-instructional expenses and staff salaries/benefits.

Increased or Improved Services for High Needs Students in the LCAP for the 2026-27 School Year

In 2026-27, Menlo Park City Elementary School District is projecting it will receive $903,206 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 $1,530,000 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 2025-26



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 2025-26, Menlo Park City Elementary School District's LCAP budgeted $1,540,000 for planned actions to increase or improve services for high needs students. Menlo Park City Elementary School District actually spent $1,614,135 for actions to increase or improve services for high needs students in 2025-26.

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 Superintendent	kgracia@mpcsd.org (650) 321-7140

Plan Summary [2026-27]

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 2,600 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: 44% White, 21% Hispanic Latino, 18% Asian, 15% Multi-Race, and smaller percentages of Pacific Islander, African American, and Filipino students. We also welcome 6% 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 Lomitas 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 2026-27, our budget totaled $83 million, with the majority funded by property tax revenues (65%), supplemented by parcel tax revenues (15%), contributions from the Menlo Park-Atherton Education Foundation (4%), and other local donors (2%). 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.

Our "Educating and empowering students while embracing childhood and adolescence" guides all that we do. In alignment with this vision, our staff is actively advancing MPCSD's three strategic directions: growing student belonging, strengthening academic excellence, and creating inspiring environments. Each direction is supported by specific actions and measurable outcomes to ensure meaningful progress for every student. As we move forward, we invite our community to engage with these priorities and explore the detailed plans that bring this vision to life.

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 2025, 1,680 students in grades 3–8 participated in the Smarter Balanced ELA assessment, 1,689 in the Smarter Balanced Mathematics assessment, and 565 fifth- and eighth-grade students completed the California Science Test (CAST). Overall, MPCSD continues to demonstrate strong and relatively stable performance across content areas, with 80% of students meeting or exceeding standards in ELA, 78% in Mathematics, and 68% in Science. At the same time, our CAASPP data highlight important variation across student groups and over time. English Learners showed encouraging short-term gains in ELA (+20%) and Math (+5%) compared to 2024, and Hispanic, Pacific Islander, and African American students demonstrated continued improvement in Mathematics over two- and four-year trends. However, longer-term ELA trends indicate some decline for several student groups, including Socioeconomically Disadvantaged students and Students with Disabilities, and persistent gaps remain in Science for historically underserved groups, particularly English Learners. These patterns suggest that while we are sustaining high overall outcomes, we must continue to strengthen coherent, high-quality literacy instruction, deepen integration of language development across content areas, and refine tiered supports to accelerate growth for students not yet meeting standards while continuing to challenge students already performing at higher levels.

A California Dashboard Analysis:

All Students
Highlights (Green/Blue): Chronic Absenteeism (Green), Suspension Rate (Green), ELA (Blue), Math (Blue), Science (Blue).
Challenges (Yellow/Orange): None

English Learners
Highlights (Blue/Green): EL Progress (Blue), Suspension Rate (Green), ELA (Green), Math (Green).
Challenges (Yellow/Orange): Chronic Absenteeism (Yellow), Science (Yellow).

Long-Term English Learners, Homeless, Black or African American, Filipino, Native Hawaiian or Pacific Islander
Data Missing: Data is missing ("--") across most performance indicators due to 10 or fewer students; data is not shown to protect confidentiality.

Socioeconomically Disadvantaged
Highlights (Green/Blue): None.
Challenges (Yellow/Orange): Chronic Absenteeism (Yellow), Suspension Rate (Yellow), ELA (Orange), Math (Yellow), Science (Yellow).

Students with/ Disabilities
Highlights (Green/Blue): Chronic Absenteeism (Green), Science (Green).
Challenges (Yellow/Orange): Suspension Rate (Orange), ELA (Yellow), Math (Yellow).

Asian
Highlights (Green/Blue): Suspension Rate (Blue), ELA (Blue), Math (Blue), Science (Blue).
Challenges (Yellow/Orange): Chronic Absenteeism (Yellow).

Hispanic or Latino
Highlights (Green/Blue): Chronic Absenteeism (Green), Suspension Rate (Green).
Challenges (Yellow/Orange): ELA (Yellow), Math (Yellow), Science (Yellow).

White
Highlights (Green/Blue): Chronic Absenteeism (Green), Suspension Rate (Blue), ELA (Blue), Math (Blue), Science (Blue).
Challenges (Yellow/Orange): None.

Two or More Races
Highlights (Green/Blue): Chronic Absenteeism (Green), Suspension Rate (Green), ELA (Blue), Math (Blue), Science (Blue).
Challenges (Yellow/Orange): None.

Encinal School
Highlights: Strong academic achievement (Blue) and a low suspension rate (Blue/Green) for the "All Students," "White," and "Asian" student groups across ELA, Mathematics, and Science.

Challenges: Chronic Absenteeism; receiving an Orange rating for English Learners, Socioeconomically Disadvantaged, and Two or More Races; and a Yellow rating for All Students, Asian, and Hispanic or Latino. ELA and Mathematics: Students from Socioeconomically Disadvantaged families receiving an Orange rating in both ELA and Math

Suspension Rate: receiving an Orange rating for the Students with Disabilities group

Laurel School
Highlights: Suspension Rate: Blue rating for all reported student groups, including English Learners (ELs) and Socioeconomically Disadvantaged (SED) students. English Learners (ELs): Achieved a Blue rating in both English Learner Progress and Suspension Rate, along with a Green rating in Chronic Absenteeism. Socioeconomically Disadvantaged (SED): Achieved a Blue rating in Suspension Rate and Green ratings in Chronic Absenteeism, Mathematics, and Science. General Academic Achievement: "All Students," "Asian," "White," and "Two or More Races" all achieved Blue ratings in ELA, Mathematics, and Science.

Challenges:
Chronic Absenteeism: The Students with Disabilities (SPED) group is receiving an Orange rating, and the Two or More Races group is receiving a Yellow rating. ELA: The Socioeconomically Disadvantaged (SED) group received a Yellow rating.
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Oak Knoll School
Highlights: Academic Achievement: Strongest performance (Blue) for "All Students," "White," and "Two or More Races" in both ELA and Mathematics, and for the "Asian" group in ELA and Mathematics. Suspension Rate: Low suspension rates (Blue) for the "White" and "Two or More Races" student groups. Chronic Absenteeism: Highest performance (Blue) for "Two or More Races" and Green for "White" and "English Learners."

Challenges: Suspension Rate: The Students with Disabilities group is at the lowest performance level (Red). The English Learners, Socioeconomically Disadvantaged, and Hispanic or Latino groups all received an Orange rating.
Chronic Absenteeism: The Socioeconomically Disadvantaged and Hispanic or Latino groups received an Orange rating, while the "All Students" and "Asian" groups received a Yellow rating.

Hillview School
Highlights: Strongest performance (Blue) for "All Students," "Asian," "White," and "Two or More Races" in both ELA and Mathematics. Hispanic or Latino student group achieved a consistent Green rating across Suspension Rate, ELA, Mathematics, and Science. Chronic Absenteeism: Low absenteeism (Green) for "All Students," "Students with Disabilities," and "White" student groups.

Challenges: Socioeconomically Disadvantaged and Students with Disabilities groups both received an Orange rating in ELA and Mathematics.
Suspension Rate: The Socioeconomically Disadvantaged and Students with Disabilities groups both received an Orange rating. Yellow Ratings: A large number of groups received a Yellow rating across key indicators, including Chronic Absenteeism for English Learners, Socioeconomically Disadvantaged, Asian, Hispanic or Latino, and Two or More Races. Suspension Rate: All Students, Asian, White, and Two or More Races.

MPCSD did not have a Red indicator, "Lowest Performing Group," in the 2023 Dashboard.

Learning Recovery Emergency Block Grant (LREBG)

Menlo Park City School District (MPCSD) fully expended its initial Learning Recovery Emergency Block Grant (LREBG) allocation for 2022–2025. The state has since provided an additional allocation for 2025–2027, with a final confirmed amount of $38,875 (confirmed May 2025). State requirements mandate that districts incorporate at least one LREBG-funded action into their Local Control and Accountability Plans (LCAPs) for the 2025–26, 2026–27, and 2027–28 school years to support a sustained, strategic approach to learning recovery.

LREBG Identified Student Needs Assessment Findings
To guide this work, the state requires districts to conduct a formal needs assessment per Education Code (EC) 32526. This process is supported by state-provided resources that assist LEAs in the following ways:
-Identifying evidence-based practices to support students in the greatest need of learning recovery services
-Conducting a comprehensive system analysis at the LEA or school level
-Understanding the definition and application of evidence-based practices
-Aligning with the Education Code related to the Learning Recovery Emergency Fund and its implications for LCAP development

*Identifying Evidence-Based Practices to Support Students in Greatest Need of Learning Recovery Services
Through this needs assessment, MPCSD has analyzed historical and current performance data to identify trends among underrepresented student groups not yet meeting grade-level standards. Data from 2023–2025 reveals that Economically Disadvantaged students consistently show the lowest performance across all three years: 48% (2023), 44% (2024), and 44% (2025), indicating this group requires the most focused, evidence-based intervention.

*Conducting a Comprehensive System Analysis at the LEA or School Level
MPCSD's system-level analysis of multi-year performance data surfaces persistent and widening gaps among student subgroups, particularly students from Socioeconomically Disadvantaged families. This trend data underscores the urgency of a coordinated, district-wide response to address unfinished learning.

*Understanding the Definition and Application of Evidence-Based Practices
In alignment with allowable uses of LREBG funds, which include providing supplemental instruction and support for students who have experienced learning loss, MPCSD will direct the full $38,875 toward the 2026 Summer School program. This program will deliver evidence-based academic support, using Science as the primary content vehicle, for students from Socioeconomically Disadvantaged families who are not yet meeting grade-level standards. MPCSD's determined use is intentional and targeted. Details of the action funded by the LREBG funds can be found in goal 2, action 2.9.

*Aligning with Education Code Related to the Learning Recovery Emergency Fund and Its Implications for LCAP Development
Consistent with EC 32526, MPCSD's use of LREBG funds is directly tied to identified student need and supports the district's broader LCAP goals. The investment in the 2026 Summer School program reflects the district's commitment to targeted learning recovery for its highest-need populations, ensuring that fund expenditures remain purposeful, data-driven, and aligned with state requirements.

Districtwide Instructional Commitments
The Menlo Park City School District's strategic direction, "Strengthening Academic Excellence," is a top priority. Actions are designed to ensure students make academic progress and meet or exceed grade-level standards. By consistently aligning our district goals and

resources with this objective, we create a clear, unified purpose that enhances accountability and transparency, allowing us to directly monitor and measure our progress.

Vision
This year, MPCSD's vision, Strengthen Academic Excellence through cohesive, data-informed, and equitable instruction across all schools, guided the work. Across initiatives, the focus stayed consistent: ensuring every student, especially those we have not consistently served well, has access to strong Tier 1 instruction and targeted support.
This showed up in several ways. iReady Reading is now a consistent tool across sites to support planning and monitor progress, with early steps underway to bring the same coherence to Math through the pilot. Foundational literacy (BTR) and vocabulary instruction have remained a clear priority, with growing alignment between expectations and classroom practice. We also made an intentional shift to better support dually identified students, particularly Hispanic English Learners with IEPs, by surfacing this as a general education function, beginning in our classrooms before students are referred to Special Education when their needs may be language-based. In addition, launching the Math Adoption Committee reflects a broader move toward shared ownership of instructional decisions across sites and Ed Services. This approach to our adoption work has aligned our system to select a K-8 program. Across all of this, the throughline has been coherence: aligning tools, practices, and systems so that instructional priorities are clear and consistent across the district. Our work is not done and will remain part of our vision for the next several years, as outlined in our Strategic Directions.

Visibility
A major focus this year was making the work more visible, both in classrooms and in how we engage with site leaders. Principal check-ins, paired with classroom visits, created regular opportunities to look at iReady data, monitor BTR and vocabulary implementation, and connect data to actual instruction. These were not one-off conversations but part of an ongoing cycle of examining practice and student outcomes together. Teaching & Learning sessions were a key lever for this. Throughout the year, principals engaged in a full improvement cycle: starting with disaggregated data in August, moving to root-cause analysis, and then to student shadowing and empathy interviews. By March, principals were using the Belonging Protocol to connect iReady, CAASPP, and attendance data to plan next steps. This work made student experiences, particularly for Hispanic students and other priority groups, more visible. It also helped ground conversations in evidence rather than assumptions, especially around instructional engagement and belonging.

Accountability
This year, there was a clear shift toward shared accountability for results. Assessment structures are now in place to regularly monitor progress. Three principal check-ins focused on iReady Reading data and growth trends, with follow-up structures to adjust support where growth is lagging through iReady grade level consultations. Sites such as Encinal and Lower Laurel are showing strong progress with priority student groups, while other sites have clear next steps and support in place. We also launched iReady assessment tools for first- and second-grade students. The rollout had a bumpy start, particularly with technology issues, but those challenges are helping us refine the process. With those lessons in place, we anticipate a much smoother implementation next year. Accountability for instructional practices has also strengthened this year. Monitoring of core instructional strategies, including Bridge to Reading (BTR) and vocabulary development, is no longer centralized within Educational Services. Instead, it is increasingly embedded into site leadership routines, which is essential for ensuring long-term consistency across schools. In addition, MPCSD launched a new partnership with WestEd to strengthen Tier 1 instruction through integrated English Language Development (ELD). This is an intentional leadership decision to improve the quality of instruction delivered by classroom teachers and specialists with the goal of meaningfully impacting the students who stand to benefit most from high-

quality core instruction: English Language Learners, students from socioeconomically disadvantaged families, students with IEPs, and students not yet meeting grade-level standards.
Across all of this work, the expectation is getting clearer: decisions are grounded in data, progress is monitored over time, and both successes and gaps are addressed directly. There is still work to do, but the systems and structures in place are stronger, and the momentum going into next year is grounded in shared ownership and evidence, not compliance.

Lessons Learned
This year reinforced that while we have made progress, there is still important work ahead. We will continue refining our MTSS structures, recognizing that many of the systems intended to support MTSS need strengthening to function as intended across all sites. We will also need to examine our intervention structures as a part of this work. Our partnership with WestEd has been a high-leverage approach, bringing research-based professional development focused on strong Tier 1 instruction with integrated ELD. This work is beginning to build shared understanding and practice, and it will be important to continue and deepen this effort next year with consistent support. We know that a keen eye towards consistency, a unified purpose that enhances accountability and transparency, and the ability to directly monitor and measure our progress allow us to track our progress.

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
Engaging Underrepresented Families and Educational Partners in LCAP Development through LCAP Committee (Parents, Parents/Care Givers of Students with IEPS, Middle School Students, Certificated Staff, Classified Staff, Board Member)	For the 2025-26 school year, the LCAP committee is serving as the parent advisory committee. MPCSD is continuing to strengthen how we engage educational partners in the LCAP process through clear communication, transparency, and intentional collaboration. We are creating spaces that elevate diverse perspectives because stronger plans come from hearing and valuing all voices. Students will continue to play an important role as partners in shaping our district's vision and priorities. Our approach focuses on meaningful engagement with educators, leaders, staff, union partners, families, and students. Through targeted outreach and structured opportunities for input, we are working to ensure all groups have access and a genuine opportunity to contribute. We are committed to listening, considering different perspectives, and using that input to refine an LCAP that reflects our community and responds to the needs of our schools. To ensure the LCAP reflects the experiences of students whose needs are central to our planning, MPCSD intentionally engaged underrepresented families, including parents of English Learners, students with IEPs, and students from socioeconomically disadvantaged families through our LCAP advisory committee. Recruitment occurred through district parent newsletters, inviting families to sign up, along with continued participation from returning members. This combination of open invitation and sustained

Educational Partner(s)	Process for Engagement
	involvement helped build both broad access and continuity of voice across the year. This year, we engaged these parents through a series of stakeholder meetings designed to build shared understanding, analyze student data, and contribute directly to planning. As a committee, we explored LCAP actions and services, strengthening their understanding of how district strategies connect to student outcomes. To center student voice, the group also developed empathy interview questions for staff, creating a practical tool to better understand students' experiences. The group reviewed 2025 CAASPP data to identify trends and areas of need, with a continued focus on strengthening support for Long-Term English Learners (LTELs). These conversations led to the next steps, including gathering additional input and refining strategies to better support LTELs and overall student success. Members also provided input on the district's 2025-26 goals and used the Belonging Protocol to reflect on student experiences. Data showed a positive trend, including a 9% increase in students in grades 3-8 reading at or above grade level, which will help guide ongoing planning. The group also raised important considerations around family belonging, for example, how daytime conferences can create barriers for some families. This feedback has been elevated to inform future planning. Together, this work ensures underrepresented families have consistent, meaningful opportunities to shape LCAP priorities, inform data-driven decisions, and strengthen both student outcomes and family engagement. 9.25.2025: Members demonstrated a clear understanding of their responsibilities in contributing to the district's efforts to support student achievement. They examined the LCAP actions and services, analyzing how these strategies connected to district priorities and student needs. In addition, members worked collaboratively to create empathy interview questions for staff use, ensuring student voice was

Educational Partner(s)	Process for Engagement
	authentically captured to inform future planning and strengthen educational outcomes. 10.23.2025: Members had the opportunity to review the district's 2025 CAASPP data to better understand areas of growth and ongoing challenges across student groups. Through this analysis, the team engaged in sense-making conversations to identify trends and surface key areas of need. A continued focus was placed on strengthening support for Long-Term English Learners (LTELs), recognizing the importance of targeted strategies to improve both access and outcomes. Looking ahead, members discussed next steps, including gathering additional stakeholder input and refining approaches to more effectively support LTELs and overall student success. 2.26.2026: Members met to provide input on MPCSD's current goals and review student data to better understand areas of growth and need. The district's Belonging Protocol was used to deepen understanding of student experiences. Data review showed a positive trend: a 9% increase in students in grades 3–8 reading at or above grade level, helping inform ongoing planning and support efforts. The discussion also expanded to consider belonging beyond students, including family experiences. One member noted that daytime parent-teacher conferences can create barriers for families who may need to take time off work and lose income. This feedback was elevated to leadership as a potential area for rethinking the structure and accessibility of conferences. 5.14.2026: MPCSD staff presented the LCAP to the LCAP committee for review and comment. There were no questions raised during the review, and the superintendent was not required to respond in writing. Members were asked to conduct a final review of the LCAP goals and actions. They began by examining the updated data included in the 2026-27 LCAP draft. Members then worked in pairs to discuss their assigned goals and actions and provide any final feedback. Each pair shared their insights with the full committee, allowing all members the opportunity to offer additional input. 6.4.2026: LCAP Public Hearing 6.11.2026: LCAP Board Approval

Educational Partner(s)	Process for Engagement
Engaging Underrepresented Families in LCAP Development through DELAC (District English Language Advisory Council) (English Language Learner Parents who are Parents/Care Givers of Students with IEPS, SocioEconomically Disadvantaged Parents)	For underrepresented families, MPCSD partnered with the District English Learner Advisory Committee (DELAC), representing parents of English Learners. During the 2025–26 school year, this work was intentionally strengthened in alignment with LCAP Goal #3 and the district's commitment to improving outcomes for English Learners. DELAC served as a key structure for gathering input, building family understanding, and elevating the voices of multilingual families, ensuring that engagement efforts were targeted, inclusive, and meaningfully reflected in the LCAP development process. Throughout the year, DELAC meetings were designed to both inform and engage families. Meetings included parent education on the English Learner program, the ELPAC assessment, and reclassification criteria, ensuring families had the background knowledge needed to provide meaningful input. Structured opportunities such as table discussions, data reviews (including CAASPP and ELPAC), and needs assessments allowed families to directly respond to LCAP priorities, services, and communication practices. In particular, families analyzed student data, reflected on program effectiveness, and made recommendations to strengthen support for English Learners. Feedback highlighted the need for clearer communication, more flexible engagement opportunities, and stronger alignment between ELD and core instruction. Families also raised important accessibility considerations, including translated materials and more inclusive scheduling options. To ensure transparency and trust, the district committed to responding to DELAC input, including providing written responses from the superintendent when questions or recommendations were raised. Engagement efforts were further supported through translated materials, accessible formats, and alignment of meeting topics to family-identified priorities. As a result, participation increased across DELAC meetings and related events, and families were able to play a more active and informed role in shaping LCAP actions and services. This work

Educational Partner(s)	Process for Engagement
	reflects MPCSD's ongoing commitment to authentic engagement, ensuring that underrepresented families have a consistent and meaningful voice in district decision-making. 9.30.25: (DELAC Family Welcome)-The DELAC meeting on September 30, 2025, provided an overview of the committee's goals, roles, and responsibilities, as well as a review of the English Learner Program and reclassification process. Participants learned how students are identified for EL services through the Home Language Survey, how the ELPAC assessment is administered, and the criteria required for reclassification, including achieving a Level 4 on the ELPAC, teacher evaluation, parent consultation, and meeting expectations on classroom indicators. The meeting also covered written notifications sent to families regarding EL status and services. Attendees asked questions related to kindergarten assessment procedures, Level 4 expectations across grade levels, initial ELPAC scoring, classroom access for EL students, and how writing proficiency is determined for younger learners. 10.25.2025: Learn about the Local Control Accountability Plan and provide input on EL Program needs. The DELAC (District English Learner Advisory Committee) meeting process for English Learner (EL) parent engagement focused on developing community and provided parents with opportunities to give input and receive information. It began with introductions and a community-building activity to encourage interaction. A key component was the LCAP discussion, during which parents were given time for "table talk" to offer direct feedback on the district's services, academic goals, and communication strategies. The process also included a review of EL program goals and data, such as ELPAC and CAASP results, followed by a dedicated session for parents to review and provide feedback on the data presented. Finally, the meeting included sharing important school-wide information, such as the MPCSD Report Cards and grading procedures, with a dedicated time for teacher-parent "table talk" on progress reports, and concluded with a Q&A and announcement of the next meeting's agenda.

Educational Partner(s)	Process for Engagement
	12.9.2025: MPCSD English Proficiency Ceremony, Celebration of Language Proficiency and Excellence (Reclassification) was an event honoring students who successfully demonstrated English language proficiency and were reclassified. The ceremony recognized their hard work and achievement in developing fluency across speaking, reading, writing, and listening, as well as their ability to apply these skills in academic contexts. This milestone marked their transition to full English proficiency and celebrated their readiness for continued academic success, marking the culmination of their language-learning journey. 1.20.2026: The DELAC meeting began with welcomes, introductions, and a community-building activity that helped establish a supportive and inclusive tone focused on English learner family success. The session highlighted the program's overarching goal of guiding students toward English proficiency while meeting California academic standards. Families received an overview of the ELPAC assessment, including its four domains: Listening, Speaking, Reading, and Writing, and examples of the types of tasks students complete in each area. Sample language functions were shared, prompting thoughtful discussion about ways to support students' listening development and whether background knowledge impacts assessment performance. The meeting also reviewed the four criteria for reclassification from the English Learner program and provided a detailed breakdown of ELPAC expectations by grade level across all domains. 3.17.2026: Review DELAC's role with ConApp and LCAP, LCAP data and actions, and make recommendations by school site. District staff provided an overview of the ConApp and LCAP, helping families better understand how Title funds are allocated and how these resources support English Learners. As part of DELAC's role in reviewing LCAP data and actions and making recommendations, parents then responded to a series of prompts through the DELAC Needs Assessment on March 17, 2026. The feedback highlighted a strong need for clearer communication and more flexible engagement opportunities. Parents requested earlier meeting notifications and suggested offering a variety of meeting times, including mornings and

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	virtual options, to better accommodate schedules. They also recommended improving survey coordination by sending ELD-specific surveys before the general Panorama survey and by using ELD teachers to notify families, to reduce survey fatigue and increase participation. In reviewing LCAP-related data, parents noted that while 79% of middle school English Learners report a sense of belonging, some students may still feel “inferior” when they are not reading at grade level. Families also emphasized the importance of providing report cards in Spanish to ensure accessibility. From an academic perspective, parents expressed appreciation for small-group instruction and recommended that ELD instruction more closely align with core classroom learning so students do not miss essential content. Finally, families expressed a desire for more information about reclassification, particularly regarding “backsliding,” and requested a future DELAC meeting focused on identifying additional academic resources and supports for students. During the 2025–26 school year, DELAC outreach meetings continued to provide translated materials and accessible online and print resources to support broad family access. These targeted efforts resulted in increased parent participation across key events, including DELAC meetings, the Parent Education Series, Open House, and the Celebration of Language Proficiency and Excellence (RFEP) Ceremony. Building on family input from the prior year’s year-end DELAC meeting, the district prioritized expanded parent education opportunities and aligned the 2025–26 meeting calendar to include family-identified focus areas, supporting sustained and deepened family engagement throughout the year.
Engaging Underrepresented Families in LCAP Development through Parent Cafe (English Language Learner Parents who are Parents/Care Givers of Students with IEPS, SocioEconomically Disadvantaged Parents)	Our Family Engagement Coordinator played a key role in supporting our underrepresented families, including English Learner families, parents/caregivers of students with IEPs, and socioeconomically disadvantaged families, throughout the year. She provided direct support with registration, guided families through systems such as online hot lunch, connected them to essential social services, and offered translation at events and parent-teacher conferences to ensure all families felt included and supported. In addition, she

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	conducted targeted outreach to families, personally inviting them to participate in Parent Cafés and other engagement opportunities. This intentional outreach was reflected in our family events. On February 2, 2026, we hosted an Outreach Welcome Meeting to introduce incoming Tinsley families to our community, with principals, district staff, and the Family Engagement Coordinator working together to create a welcoming environment. Building on this, the Parent Café, held on March 28, 2026, with the theme “Coming Together During Difficult Times,” provided a safe and supportive space for families to connect, share experiences, and discuss their needs. Through these conversations, we gained valuable insights into family experiences and priorities, which were then shared with school sites to inform support and decision-making. This ongoing engagement has helped shape the LCAP by reinforcing the importance of continuing to provide targeted resources and supports through our Family Engagement Coordinator role, as well as ensuring access to counseling services to help students meet their academic, social, and emotional needs. These efforts help strengthen trust, responsiveness, and alignment between family voice and district action.
District School Site Councils	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 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 27, 2025, 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

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	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.
Engaging MPCSD Leadership Team in LCAP Development through the Team Meetings (Principals, Coordinators, DIrectors, Assistant/Associate Superintendents, and Superintendent)	Our commitment to student success was clearly demonstrated throughout the 2025-2026 Teaching and Learning meetings, where our leaders took full ownership of enhancing instructional practices and assessment systems to ensure profound, equitable outcomes for every single learner. Driven by a resolute focus, we leveraged data-driven decision-making and collaborative reflection to vigorously address achievement gaps, elevate Tier 1 instruction across the board, and refine our assessment strategies. This proactive, committed leadership directly drives the achievement of our LCAP goals, solidifying a culture in which every leader is personally invested in building a highly effective, inclusive, and motivating learning environment. 8.1.25 The LeadTEAM Retreat was a mandatory leadership engagement session focused on equipping site and district leaders with the capacity to implement the LCAP and the District's Strategic Directions effectively and sustainably, operating under the theme, "Ignite the system without overwhelming the system." The core training centered on the Vision, Visibility, and Accountability (VVA) framework, requiring leaders to translate the LCAP/district's goals (Grow Student Belonging, Strengthen Academic Excellence, Create Inspiring Environments) into clear, data-driven, and visible actions, such as committing to 100 Classroom Visits per Leader. Furthermore, the retreat utilized the Knoster Change Management Chart to proactively identify and mitigate system roadblocks—such as anxiety, frustration, or resistance—by ensuring all aspects of change (including skill-building, resources, and shared ownership) are addressed, thereby guaranteeing the LCAP implementation is cohesive, supported, and drives sustained progress. 8.26.25 The August Teaching and Learning meeting was intensely focused on equity and data-driven action, ensuring alignment with our LCAP goal to Strengthen Academic Excellence. Leaders engaged in

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	a rigorous analysis of district and site-specific student achievement data, specifically examining persistent achievement gaps—especially for Hispanic, Economically Disadvantaged, and Special Education student groups—to surface possible root causes. Utilizing collaborative protocols like "In2Out" and a deliberate reframing of challenges from "problems" to "opportunities," the work culminated in site teams drafting precise problem statements that will guide subsequent steps to flesh out specific problems of practice, thereby linking system-wide data analysis directly to targeted instructional improvements that benefit our consistently marginalized students. This work is critical to our LCAP because it shifts our focus from simply observing disparities to courageously interrupting predictable outcomes and immediately converting data insights into focused, equitable action plans for Tier 1 instruction, ensuring our resources and efforts are strategically aligned to accelerate progress for all learners. 9.16.25 The September Teaching and Learning meeting was dedicated to deepening equity leadership and moving from problem identification to root cause analysis, aligning directly with the LCAP's commitment to improving student outcomes and strengthening academic excellence. Leaders first distinguished between Discourse I (Work of Adults) and Discourse II (Learning and Experiences of Students) to ensure conversations focused on challenging systemic internal practices rather than external factors or student attributes. The core work involved reviewing previously established problem statements (e.g., persistent achievement gaps for Hispanic students) and then, collaboratively using the "Construct the Chart" protocol, brainstorming and identifying the most impactful adult-action-based root causes (e.g., vague expectations, insufficient feedback) behind those performance patterns. This critical process provides the foundation for LCAP success by ensuring that future planned actions and resource investments are directly targeted at the most influential systemic drivers of inequity, preparing teams to investigate these root causes further in the coming months.

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	10.21.25 The October Teaching and Learning meeting marked the pivotal shift from identifying potential systemic root causes to designing strategic investigations focused on the student experience, a crucial step for achieving equitable outcomes outlined in our LCAP. Leaders reviewed their established Problem of Practice and identified 1-2 system-level root causes (e.g., leadership mindsets, ineffective instructional experiences) to confirm with perception data gathered through rigorous methods such as Empathy Interviews, Classroom Observations, and Student Shadowing. Teams used a formal organizer to convert their root causes into focused inquiry questions, selected two investigation methods, and developed a concrete action plan for data collection, thereby ensuring that LCAP resource allocations and improvement strategies are directly informed by rich, on-the-ground evidence of how current adult actions are impacting the learning experience for our consistently marginalized students. 11.6.25 The November 4th Teaching and Learning meeting centered on Review and Process Evidence, bringing together the student perception and process data—collected via shadowing, empathy interviews, and classroom observations—to identify definitive root causes behind the achievement gaps. Site teams presented their Learning Journeys, sharing concrete findings, such as the majority of instructional time spent listening or off-task, and the high proportion of written work copied/worksheets, providing tangible evidence of the student experience. The session culminated in a deep dive into Hispanic student data further disaggregated by English Language Acquisition Status (ELAS) to challenge mindsets and confirm patterns across different proficiency levels, ensuring that the identified systemic root causes are accurate and that the short-term actions developed next will directly address the core instructional and systemic issues revealed by the data to drive equitable outcomes aligned with our LCAP goals. 12.2.25 The December 2nd Teaching and Learning meeting focused on disrupting the predictable outcome of significantly lower CAASPP performance for Hispanic students compared to other racial groups. The core work centers on identifying systemic root causes, such as the belief that leadership reflection is not centered on the relationship

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	between adult actions and student outcomes. Site-specific learning journeys, using methods such as empathy interviews and student shadowing, are designed to gather evidence about why these performance gaps exist. Findings across sites indicate issues such as students spending most of their time listening to the teacher, copying text, limited reading and original writing, and a need for stronger student-teacher connections and active engagement strategies. This investigation is framed by a Theory of Action designed to guide leaders in using data and rapid feedback to improve instructional quality. 1.20.26 The January 20th Teaching and Learning team explored the role of play as a proactive approach to addressing the recent rise in student behavioral needs. Grounded in research, the team examined how play supports healthy brain development, particularly by strengthening impulse control, emotional regulation, and task persistence—skills essential for both academic success and positive classroom behavior. The Play and Learn Studio was highlighted as a key initiative that fosters critical social-emotional competencies through creative exploration and purposeful interaction. This work directly aligns with the district's vision of empowering students while embracing childhood, recognizing that developmentally appropriate experiences are foundational to student growth. Feedback from both teachers and students indicates a positive impact, including improved collaboration, stronger self-regulation, and increased engagement. The district will continue exploring how structured opportunities for play can serve as an effective strategy to support student behavior and overall well-being. 2.10.26 The February 10th Teaching and Learning team focused on addressing the significant CAASPP performance gap for Hispanic students. The discussion centered on identifying systemic root causes, including the need for leaders to reflect, examine mindsets, and be aware of potential biases that may be impacting student outcomes. School teams used empathy interviews and student shadowing to gather qualitative evidence and better understand students' classroom experiences. Classroom observations revealed patterns of limited academic engagement, with many students

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	primarily listening, copying text, or avoiding meaningful academic output. The school teams also highlighted effective practices that can positively impact student achievement, including building strong student–teacher connections and implementing engaging language routines that promote active participation and academic discourse. 3.10.26 The March 2026 Teaching & Learning session focused on using a "Belonging Protocol" to analyze student data and refine leadership actions for the remaining school year and the upcoming school year. Principals across the district reviewed CAASPP, iReady, and attendance metrics, noting a specific need to address the performance gap for Hispanic students. While sites like Encinal and Lower Laurel reported strong iReady growth among priority cohorts, others, such as Hillview and Oak Knoll, identified a concerning decline in students' reported sense of belonging despite qualitative observations to the contrary. Ultimately, the leadership team used these reflections to identify where systems were "breaking down" and to plan two to three strategic shifts for the 2026–27 school year, moving away from mere compliance toward more courageous, evidence-based decision-making. 4.20.26 The April 2026 Teaching & Learning session focused on engaging educational partners in the development of the Local Control and Accountability Plan (LCAP) through a structured and collaborative reflection process. Participants engaged in individual reflection and small-group discussions to analyze data, surface common themes, and identify shared needs across stakeholder groups. Building on these discussions, each group collaboratively identified one concrete, actionable step to address a prioritized need, ensuring proposed actions were specific and implementable. The process concluded with groups sharing their recommendations and providing feedback to the larger community, fostering transparency, collective ownership, and alignment. This approach ensured meaningful input and supported staff in reflecting on the rigor and effectiveness of proposed actions.

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Engaging Underrepresented Families (English Language Learner Parents who are Parents/Care Givers of Students with IEPS, SocioEconomically Disadvantaged Parents) and all district families in the LCAP Development through Feedback Analytics and Feedback February	MPCSD engaged applicable educational partners in developing the LCAP through a comprehensive Feedback Analytics system and the February Feedback Survey cycle. This process included underrepresented families, English Learner parents/caregivers, parents of students with IEPs, and socioeconomically disadvantaged families, as well as all district families, students in grades 3-8, staff, and members of the broader community through a community-wide survey. The Feedback Analytics system is intentionally designed to gather broad, representative input through questions aligned with district strategic directions, LCAP priorities, and state and local indicators. This data is used to directly inform the development of LCAP goals, actions, and services. Throughout the year, the Feedback Analytics Team met with Panorama Education to review, revise, and refine survey questions and to improve the engagement process, ensuring clarity, relevance, and equitable access to voice. The district administers this feedback cycle annually, ensuring ongoing and inclusive input from all educational partners to support continuous improvement and LCAP development.
Engaging Bargaining Units: LCAP Survey for Certificated, Classified Unions in the LCAP Development through a Google Survey	As part of the development of the Local Control Accountability Plan (LCAP), the Menlo Park City School District, in partnership with the union presidents, conducted a staff survey and distributed it to both certificated and classified union leaders, who then shared it directly with their respective members. The survey gathered staff input on how best to support our unduplicated students and addressed the Eight State Priorities. It was shared with all certificated and classified union members on March 2, 2026, to gather input from educational partners across the district. A total of 18 staff members responded, representing both certificated (13) and classified (5) union members from all five school sites, including Hillview, Encinal, Laurel Upper, Laurel Lower, and Oak Knoll. The survey assessed staff familiarity with the Local Control Funding Formula (LCFF) and the LCAP, gauged perceptions of program

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	effectiveness for underrepresented student groups, and solicited input on priority areas for improvement. Most respondents reported a moderate level of familiarity with both the LCFF and LCAP, with the majority rating their knowledge at a 3 out of 5, suggesting an opportunity to deepen staff awareness and engagement in the planning process. Staff identified Implementation of State Standards and Pupil Achievement as the LCFF priorities the district is addressing most effectively. When asked about areas requiring more focused support, respondents most frequently cited Academic Achievement, Parent and Family Engagement, and Attendance and Engagement as top concerns. Regarding program effectiveness for underrepresented students, staff rated services for English Learners more favorably, with the majority rating them effective or very effective, while ratings for students from economically disadvantaged families indicated continued support was needed to address academic growth and attendance. Open-ended responses provided rich qualitative input, with staff highlighting the need for continued credentialed Reading Specialists, expanded intervention programs, stronger family outreach, particularly for Spanish-speaking families, improved attendance systems, and more consistent small-group instructional support.
Engaging District Board Members in the LCAP Development through Board Meetings	MPCSD engaged the Board of Education in developing the LCAP process through multiple structured opportunities for input and feedback. This included gathering Board feedback during the Mid-Year LCAP Update presented at the publicly noticed Board meeting on February 12, 2026. As required under Assembly Bill 114, this update provided implementation progress on LCAP actions, mid-year outcome data aligned to LCAP metrics, and updated expenditure information to ensure transparency and accountability. Board engagement is also ongoing through representation on the LCAP Advisory Committee, which includes a Board member. In addition, the Board will have a formal opportunity to provide feedback on the LCAP development during the public hearing scheduled for June 4, 2026.

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	In alignment with California LCAP legislation, MPCSD will make the 2024–27 LCAP available for public review from June 1–4, 2026, followed by a public hearing on June 4, 2026, and final Board consideration and approval on June 11, 2026. Following the final review with the LCAP Advisory Team and DELAC, the Superintendent will also provide written responses to any questions or comments received, ensuring a transparent and responsive development process.
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 26, 2026, SMCOE hosted an LCAP initial meeting. At this meeting, SMCOE provided an in-depth consultation reviewing all LCAP requirements. An additional meeting, on May 11, took place to finalize MPCSD's LCAP
Engaging with Special Education Local Area Plan Area (SELPA) in the LCAP development through Consultation	MPCSD engaged in 1:1 SELPA consultation on December 1, 2025, and February 6, 2026, to ensure alignment of LCAP actions and Continuous Improvement and Monitoring (CIM) plan actions with special education requirements and best practices. During these consultation sessions, SELPA provided targeted technical assistance and feedback on the development, alignment, and implementation of district actions supporting students with disabilities. The discussions focused on ensuring that LCAP goals and actions appropriately reflect the needs of students receiving special education services and are aligned with the CIM plan priorities. Specifically, the consultation included reviewing proposed and existing actions, strengthening alignment between district initiatives and SELPA expectations, and providing guidance on effective implementation at both the district leadership and school site levels. SELPA also supported the district in refining strategies to ensure services are appropriately designed, monitored, and delivered with fidelity across sites.

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	Through these consultation meetings, MPCSD met all SELPA consultation requirements and incorporated feedback to strengthen coherence among the LCAP, CIM plan, and the special education service delivery system.

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

MPCSD's 2026–27 LCAP was developed through a structured, ongoing engagement process with students, staff, and administrators, and their feedback directly informed the development of goals, actions, and metrics.

Student Engagement:
Students provided direct input through structured student voice activities, including empathy interviews and targeted focus groups. 8th-grade Long-Term English Learners shared specific learning needs, noting that instruction is most effective when teachers provide patience, clear scaffolding, and step-by-step instruction. Students also identified external factors impacting performance, including home responsibilities, lack of sleep, and time management challenges. In addition, chronically absent students participated in empathy interviews where they identified barriers such as stress about missed work, difficulty catching up, and family logistics. This student input directly informed the development of attendance-related supports and reinforced the need for instructional strategies that increase engagement, belonging, and access.

Staff and Administrator Engagement:
District and site administrators, instructional leaders, and certificated staff engaged in ongoing data review cycles throughout the year, including leadership team meetings and LCAP Advisory Committee sessions. Staff analyzed Panorama survey data, academic performance data, and local indicators to identify trends in student belonging, achievement, and engagement. Staff feedback consistently identified the need to strengthen family communication systems and improve alignment between instructional supports and student needs. Administrators used this input to refine implementation strategies across all four LCAP goals and to guide decisions about which actions to continue, revise, or sunset.

LCAP Advisory Committee Engagement:
The LCAP Advisory Committee, which includes administrators, staff, and a Board representative, met multiple times during the year to review student outcome data, survey results, and program implementation updates. In February 2026, the committee specifically analyzed Panorama belonging data and recommended targeted follow-up strategies, including additional student empathy interviews for subgroups showing lower belonging (including English Learners and African American students) and improved disaggregation of data by grade level. The committee also provided feedback on improving family engagement practices, including increasing accessibility of meeting times and supporting working families.

Impact of Engagement on LCAP Development:
Feedback from students, staff, and administrators directly informed LCAP development in multiple ways:

Refined attendance-related strategies based on student-identified barriers to school participation
Strengthened belonging measures and interventions for identified student subgroups
Informed decisions to maintain, revise, or discontinue existing actions based on implementation data and staff feedback
Guided continued emphasis on family communication and engagement systems across all LCAP goals

For example, staff and implementation data confirmed completion of the K–5 social studies adoption work, leading to the removal of Goal 1 Action 1.5. Additionally, administrative review of operational changes led to the removal of Metric 1.10 related to scholarship administration, as this function is no longer district-managed. Other goals and actions were maintained or refined based on consistent feedback indicating continued need and alignment with student outcomes.

Overall, the engagement process ensured that student voice, staff expertise, and administrator analysis were systematically collected, reviewed, and used to directly shape the 2026–27 LCAP goals, actions, and metrics.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	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. Metric: Quantitative data Panorama Survey "Overall, how much do you feel that you belong at your school?" & "How often do you have opportunities to share your identity and/or culture at school" NOTE: 5 point scale with the top two being favorable. Qualitative data collection may include student focal groups, work samples, & educational partner feedback as evidence of progress. *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)	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	(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. (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? Percentage of "Clear" FTE as measured on the Teacher Assignment Monitoring Outcomes report	2024-25 (Metric Removed)-This is a new metric, and the baseline will be available in 2025 Analyze trends in feedback from the diversity of applicants. Yearly outcomes: report positive changes to practice as an outcome (New Metric)-Panorama Survey Baseline can be found in Y1 Outcome. Percentage of "Clear" FTE as measured on the Teacher Assignment Monitoring Outcomes report	2025 (New Metric Baseline)-Panorama Survey Question: To what extent has MPCSD created an environment that supports diversity, equity, and inclusion for all staff, students, and families? 73% of staff feel that MPCSD has created an environment that supports diversity, equity, and inclusion for all staff, students, and families Percentage of "Clear" FTE as measured on the Teacher Assignment Monitoring Outcomes report 2024-2025 188.55 FTE out of 210.35 FTE=89.64%	2026 Panorama Survey Question: To what extent has MPCSD created an environment that supports diversity, equity, and inclusion for all staff, students, and families? 68% of staff feel that MPCSD has created an environment that supports diversity, equity, and inclusion for all staff, students, and families. Data for "Clear" FTE as measured on the Teacher Assignment Monitoring Outcomes report is not available at this time from the state. MPCSD will present this information fall of 26-27.	2026-27 Panorama Survey Question: To what extent has MPCSD created an environment that supports diversity, equity, and inclusion for all staff, students, and families? 79% of staff WILL feel that MPCSD has created an environment that supports diversity, equity, and inclusion for all staff, students, and families. Percentage of "Clear" FTE as measured on the Teacher Assignment Monitoring Outcomes report 2024-2025 95%	Panorama Survey Question: To what extent has MPCSD created an environment that supports diversity, equity, and inclusion for all staff, students, and families? 5% of staff feel that MPCSD has created an environment that supports diversity, equity, and inclusion for all staff, students, and families. Percentage of "Clear" FTE as measured on the Teacher Assignment Monitoring Outcomes report TBD when data is available from the state.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.2	Percentage of Chronically Absenteeism Data on Focal Student Groups (CA Dashboard) Attendance Rate for All Students N=Number of Students	2023-24 TK-8 Chronically Absenteeism ALL (N-2608) 6.0% AA (N-23) 4.3% Asian (N-467) 2.1% EL (N-149) 14.2% HI (N-520) 12.9% PI (N-28) 14.7% SED (N-336) 15.3% SWD (N-227) 14.5% Homeless (N-13) 23.1% Attendance Rate for All Students ALL (N-2608) 95.7%	2024-25 (as of April 2025) TK-8 Chronically Absenteeism ALL (N-2745) 5.4% AA (N-22) 10.0% Asian (N-499) 3.2% EL (N-197) 11.0% HI (N-575) 9.3% PI (N-25) 16.0% SED (N-326) 12.9% SWD (N-237) 9.9% Homeless (N-Confidentiality protected) Attendance Rate for All Students ALL (N-2745) 95.5%	2025-26 (as of April 2026) TK-8 Chronically Absenteeism ALL (N-2745) 6.8% AA (N-22) 10.7% Asian (N-499) 4.5% EL (N-197) 15.1% HI (N-575) 12.7% PI (N-25) 14.8% SED (N-326) 13.7% SWD (N-237) 15.8% Homeless (N-Confidentiality protected) Attendance Rate for All Students ALL (N-2654) 96.1%	2026-27 TK-8 Chronically Absenteeism ALL (N-X) 5% AA (N-X) 6% Asian (N-X) 2% EL (N-X) 10% HI (N-X) 10% PI (N-X) 15% SED (N-X) 10% SWD (N-X) 10% Homeless (N-X) 15% Attendance Rate for All Students ALL (N-xx) 98%	TK-8 Chronically Absenteeism ALL 0.8% AA 6.4% Asian 2.4% EL 0.9% HI -0.2% PI 0.1% SED -1.6% SWD 1.3% Homeless --- Attendance Rate for All Students ALL 0.4%
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.” N=Number of Students	2023-24 3-5 gr. Students Reporting Favorably a "Sense of Belonging." ALL (N-845) 79% AA (N-8) 75% Asian (N-149) 78% EL (N-46) 87% HI (N-149) 77% PI (N-Confidentiality protected) SED (N-95) 78% SWD (N-63) 69%	2024-25 3-5 gr. Students Reporting Favorably a "Sense of Belonging." ALL (N-791) 86% AA (N-Confidentiality protected) Asian (N-144) 83% EL (N-49) 83% HI (N-155) 84%	2025-26 3-5 gr. Students Reporting Favorably a "Sense of Belonging." ALL (N-808) 80% AA (N-11) 64% Asian (N-137) 81% EL (N-49) 79% HI (N-169) 80% PI (N-9) 89% SED (N-89) 78%	2026-27 3-5 gr. Students Reporting Favorably a "Sense of Belonging." ALL (N-X) 85% AA (N-X) 81% Asian (N-X) 84% EL(N-X) 93% HI (N-X) 83% PI (N-X) 81% SED (N-X) 83%	3-5 gr. Students Reporting Favorably a "Sense of Belonging." ALL 1% AA -11% Asian 3% EL -8% HI 3% PI --- SED 0% SWD -1%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		6-8 gr. Students Reporting Favorably a "Sense of Belonging." ALL (N-788) 66% AA (N-6) 17% Asian (N-129) 74% EL (N-20) 70% HI (N-148) 61% PI (N-10) 70% SED (N-101) 52% SWD (N-58) 45%	PI (N-5) 100% SED (N-78) 86% SWD (N-61) 77% 6-8 gr. Students Reporting Favorably a "Sense of Belonging." ALL (N-759) 80% AA (N-7) 43% Asian (N-142) 80% EL (N-23) 65% HI (N-142) 73% PI (N-8) 100% SED (N-93) 70% SWD (N-64) 67%	SWD (N-57) 68% 6-8 gr. Students Reporting Favorably a "Sense of Belonging." ALL (N-754) 71% AA (N-6) 67% Asian (N-140) 71% EL (N-22) 73% HI (N-131) 70% PI (N-Confidentiality protected) SED (N-83) 66% SWD (N-54) 65%	SWD (N-X) 75% 6-8 gr. Students Reporting Favorably a "Sense of Belonging." ALL (N-X) 72% AA (N-X) 23% Asian (N-X) 81% EL(N-X) 76% HI (N-X) 67% PI (N-X) 100% SED (N-X) 58% SWD (N-X) 51%	6-8 gr. Students Reporting Favorably a "Sense of Belonging." ALL 5% AA 50% Asian -3% EL 3% HI 9% PI --- SED 14% SWD 20%
1.4	Percentage of SWD students reporting a feeling of “Sense of Belonging” on the annual Panorama (grades 3- 8) “Sense of Belonging" Scale” N=Number of Students	2023-24 Students with Disability Reporting Favorably a "Sense of Belonging." Total # of SWD students (N-121) 3-5: 69% 6-8: 45%	2024-25 Students with Disability Reporting Favorably a "Sense of Belonging." Total # of SWD students (N-125) 3-5: 77% 6-8: 67%	2025-26 Students with Disability Reporting Favorably a "Sense of Belonging." Total # of SWD students (N-111) 3-5: 68% 6-8: 65%	2026-27 Students with Disability Reporting Favorably a "Sense of Belonging." Total # of SWD students 3-5: 74% 6-8: 50%	Students with Disability Reporting Favorably a "Sense of Belonging." 3-5: -1% 6-8: 20%
1.5	Percentage of focal student groups reporting Culture Awareness in the Panorama survey	2023-24 3-5 gr. Students Reporting Favorably a "Culture Awareness" ALL (N-845) 45% AA (N-8) 50% Asian (N-149) 38% EL (N-46) 58%	2024-25 3-5 gr. Students Reporting Favorably a "Culture Awareness" ALL (N-791) 45%	2025-26 3-5 gr. Students Reporting Favorably a "Culture Awareness" ALL (N-808) 39% AA (N-11) 9%	2026-27 3-5 gr. Students Reporting Favorably a "Culture Awareness" ALL (N-X) 51% AA (N-X) 56%	3-5 gr. Students Reporting Favorably a "Culture Awareness" ALL -6% AA -41% Asian -2%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		HI (N-149) 47% PI (N-Confidentiality protected) SED (N-95) 48% SWD (N-63) 34% 6-8 gr. Students Reporting Favorably a "Culture Awareness" ALL (N-788) 33% AA (N-6) 0% Asian (N-129) 22% EL (N-20) 47% HI (N-148) 35% PI (N-10) 20% SED (N-101) 26% SWD (N-58) 37%	AA (N-Confidentiality protected) Asian (N-144) 41% EL (N-49) 45% HI (N-155) 53% PI (N-5) 40% SED (N-78) 44% SWD (N-61) 32% 6-8 gr. Students Reporting Favorably a "Culture Awareness" ALL (N-759) 44% AA (N-7) 29% Asian (N-142) 37% EL (N-23) 39% HI (N-142) 37% PI (N-8) 57% SED (N-93) 34% SWD (N-64) 41%	Asian (N-137) 36% EL (N-49) 56% HI (N-169) 49% PI (N-9) 22% SED (N-59) 47% SWD (N-57) 43% 6-8 gr. Students Reporting Favorably a "Culture Awareness" ALL (N-754) 38% AA (N-6) 17% Asian (N-140) 26% EL (N-22) 48% HI (N-131) 39% PI (N-Confidentiality protected) SED (N-83) 39% SWD (N-54) 30%	Asian (N-X) 44% EL (N-X) 64% HI (N-X) 53% PI (N-X) 46% SED (N-X) 54% SWD (N-X) 35% 6-8 gr. Students Reporting Favorably a "Culture Awareness" ALL (N-X) 39% AA (N-x) 6% Asian (N-X) 28% EL (N-X)53% HI (N-X) 41% PI (N-X) 26% SED (N-X) 32% SWD (N-X) 42%	EL -2% HI 2% PI --- SED -1% SWD 9% 6-8 gr. Students Reporting Favorably a "Culture Awareness" ALL 5% AA 17% Asian 4% EL 1% HI 4% PI --- SED 13% SWD -7%
1.6	Percentage of focal student groups reporting involvement with activities outside of school on the annual Panorama (grades 3-8) "How often do you participate in activities outside of school, such as sports, clubs, music lessons, or other hobbies?"	2024-25 This is a new metric, and the baseline will be available in 2025	2024-25 Students Reporting Favorably a "How often do you participate in activities outside of school, such as sports, clubs, music lessons, or other hobbies?" 3-5(N-):TBD	Question removed from the Panorama Survey	Question removed from the Panorama Survey	Question removed from the Panorama Survey

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			6-8 (N-759): 78% (Frequently & Almost Always Combined) 6-8 SED (N-93) 52%			
1.7	Teacher feedback from Panorama survey on culture, bias, and equity "To what extent has MPCSD created an environment that supports diversity, equity, and inclusion for all staff, students, and families?"	2023-24 "To what extent has MPCSD created an environment that supports diversity, equity, and inclusion for all staff, students, and families?" Teacher feedback from Panorama survey on culture, bias, and equity K-8 Teachers: 65%	2024-25 "To what extent has MPCSD created an environment that supports diversity, equity, and inclusion for all staff, students, and families?" Teacher feedback from Panorama survey on culture, bias, and equity K-8 Teachers: 73% (A change in data presentation noted, data is only presented as K-8 Teachers)	2025-26 "To what extent has MPCSD created an environment that supports diversity, equity, and inclusion for all staff, students, and families?" Teacher feedback from Panorama survey on culture, bias, and equity K-8 Teachers: 68%	2026-27 Teacher feedback from Panorama survey on culture, bias, and equity K-8 Teachers: 79%	Teacher feedback from Panorama survey on culture, bias, and equity "To what extent has MPCSD created an environment that supports diversity, equity, and inclusion for all staff, students, and families?" 3%
1.8	Percentage of students in our Tinsley program reporting favorably about the bus ride experience. "How would you rate your overall experience	2024-25 This is a new metric, and the baseline will be available in 2025	2024-25 17 out of 134 Students responded 53% of students in our Tinsley program reporting	2025-26 All Tinsley students were surveyed, not all students take the bus.	2026-27 59% of students in our Tinsley program reporting favorably about the bus ride experience for	Percentage of students in our Tinsley program reporting favorably about the bus ride experience.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	on the bus ride to and from school?"		favorably about the bus ride experience for both AM & PM ride. 15.4% of students in our Tinsley program reporting favorably about the bus ride experience for AM only.	18 out of 179 Students responded 70% of students in our Tinsley program reporting favorably about the bus ride experience for both AM & PM ride. 53.8% of students in our Tinsley program reporting favorably about the bus ride experience for both AM.	both AM & PM ride. 21% of students in our Tinsley program reporting favorably about the bus ride experience for AM only.	"How would you rate your overall experience on the bus ride to and from school?" 17% of students in our Tinsley program reporting favorably about the bus ride experience for both AM & PM ride. 38.4% of students in our Tinsley program reporting favorably about the bus ride experience for both AM.
1.9	Survey of students from SED families attending afterschool clubs and events "How often do you attend afterschool clubs or events offered at your school?"	2024-25 This is a new metric, and the baseline will be available in 2025	REMOVE: Decision was made to pull data from 1.6 as the questions asked were similar.	REMOVE: 1.6 metric has been removed	REMOVE: 1.6 metric has been removed	NA
1.10	Increase the enrollment number of students from Socio-Economically Disadvantaged families to participate in after-school events	2023-24 Current participation enrollment number of students from Socio-Economically Disadvantaged families	2024-25 Current participation enrollment number of students from Socio-	REMOVE: 1.10 metric has been removed	2026-27 Participation enrollment number of students from Socio-Economically	Laurel: 12 Encinal: 29 Oak Knoll: 48

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Laurel: 39 Encinal 23 Oak Knoll 0	Economically Disadvantaged families Laurel: 51 Encinal: 52 Oak Knoll: 48		Disadvantaged families Laurel: 56 Encinal 52 Oak Knoll 54	
1.11	Student Engagement Data (Compliance Requirement) Middle School Dropout Rate Student Suspension Rate Student Expulsion Rate	2023-24 Student Engagement Data (Compliance Requirement) Middle School Dropout Rate 0% Student Suspension Rate 0.7% Student Expulsion Rate 0%	2024-25 Student Engagement Data (Compliance Requirement) Middle School Dropout Rate 0% Student Suspension Rate 0.4% Student Expulsion Rate 0%	2025-26 Student Engagement Data (Compliance Requirement) Middle School Dropout Rate 0% Student Suspension Rate 0.45% Student Expulsion Rate 0%	2026-27 Student Engagement Data (Compliance Requirement) Middle School Dropout Rate 0% Student Suspension Rate 0% Student Expulsion Rate 0%	Student Engagement Data (Compliance Requirement) Middle School Dropout Rate 0% Student Suspension Rate -0.3% Student Expulsion Rate 0%
1.12	Report Rating(s) for Local Indicator Priority 3 Self-Reflection Tool 1 – Exploration & Research Phase; 2 – Beginning Development; 3 – Initial Implementation 4 – Full Implementation 5 – Full Implementation & Sustainability 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	2023-24 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-5	2024-25 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-5	2025-26 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-4	2026-27 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-5	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--1

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	underrepresented groups in the school community					

Goal Analysis [2025-26]

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.

LCAP Goal 1 Analysis – Implementation Overview

During the 2025-26 school year, the district prioritized Goal 1: Student Belonging, grounded in the belief that a student's sense of belonging directly impacts how they show up and experience school both socially and academically. We believe that when students feel seen, valued, and connected to their school community, they are more likely to engage in learning, build positive relationships, and achieve academically. For this reason, student belonging is identified as Goal 1 in the LCAP, as we view it as the foundation of a whole child's educational experience.

To carry out this goal, the Menlo Park City School District (MPCSD) implemented actions designed to strengthen inclusive classroom environments, increase opportunities for students to share their identities and cultures, and build staff capacity to support focal student groups, including African American, Pacific Islander, Hispanic, English Learner, Students with Disabilities, and Socio-Economically Disadvantaged students. Progress was measured using quantitative data from the grades 3–8 Panorama Student Survey, specifically the questions "Overall, how much do you feel that you belong at your school?" and "How often do you have opportunities to share your identity and/or culture at school?" In addition, schools collected qualitative data through student focus groups, work samples, and feedback from educational partners to better understand the experiences behind the survey results.

Overall, the district implemented the planned actions largely as intended, with schools facilitating opportunities for student voice and cultural expression through classroom practices, school events, and targeted student engagement opportunities. Administrators also gathered qualitative feedback to better understand the experiences of focal student groups. These efforts reinforced our commitment to ensuring that every student feels seen, valued, and connected, and they give us a strong foundation to build on as we continue this work next year.

Action 1.1 Teacher Recruitment & Development: The district continues to survey staff regarding their perceptions of support, diversity, equity, and inclusion to assess our organizational climate. HR has also actively partnered with the San Mateo County Office of Education (SMCOE) to align teacher assignments with high qualification standards, ensuring that classroom placements support equitable outcomes for all students.

Action 1.2 Chronic Absenteeism: School counselors conducted empathy interviews with chronically absent students to identify the root causes of attendance and engagement barriers. Findings revealed that factors such as morning routines, health, and family responsibilities

impact punctuality, while students consistently identified strong relationships with teachers and peers as the primary factors that make them feel safe and welcome at school. The district has used this qualitative feedback to inform targeted site-based support and academic interventions to help students navigate assignments and catch up on missed material.

Action 1.3 Social & Emotional Learning: The district has systematized social-emotional learning (SEL) and trauma-informed practices by implementing a common framework across all schools. These efforts include the use of standardized curricula and the expansion of family engagement workshops—now offered in Spanish—to ensure that all families, particularly those in focal student groups, can access resources that enhance emotional safety and belonging.

Action 1.4 Special Education Inclusion: Department leads from Student Services and Educational Services have initiated collaborative planning to establish a comprehensive training plan focused on enhancing inclusion for students with disabilities.

Action 1.5 Curriculum: Following the initial adoption of the new Social Studies curriculum, instructional coaches have shifted their focus to sustaining high-quality implementation. Coaches are now partnering directly with grade-level teams at each school site to facilitate collaboration, share best practices, and provide ongoing, responsive support to teachers as they refine their instruction.

Action 1.6 Engagement: The district has successfully fostered stronger partnerships between the Family Engagement Coordinator and after-school programs to boost student participation. As scholarship program management has transitioned to external vendors, this specific action item is being phased out while the established engagement strategies continue to operate.

Action 1.7 Professional Development: The DEI Coordinator led district-wide professional learning on the district's "Belonging Protocol." This initiative supports certificated staff in implementing culturally relevant, asset-based instructional practices, ensuring classroom environments are emotionally safe and reflect the diverse backgrounds and experiences of our students.

Action 1.8 Engagement with Transportation: The district gathered direct family feedback on the bus experience to identify opportunities for improving student safety, comfort, and communication. This information has been integrated with student roster data to refine transportation routes and ensure that parents receive timely, accurate information regarding school bus schedules and safety updates.

As we have made meaningful progress, we are reminded that work remains for staff to fully ensure that every student feels seen, heard, and included. We will continue to focus on intentional professional learning for staff, deepening engagement with students and families, and using survey and qualitative data to guide strategies that build a stronger, more inclusive sense of belonging throughout the district.

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.

The following provides an explanation of differences between budgeted and estimated actual expenditures, as well as any variances in planned versus actual percentages of improved services.

Action 1.2 Chronic Absenteeism-The estimated cost for this action was $5,000. The actual cost was $0. After two years of monitoring students through existing systems, we found that this action item costs nothing.

Action 1.3 Social & Emotional Learning-The estimated cost for this action was $10,000. The actual cost was $13,250.50. Funds were used to purchase WayFinder, a new SEL program for Hillview Middle School. The material differences were due to the higher cost of the materials.
Action 1.4 Special Education Inclusion-The estimated cost for this action was $5,000. The actual cost was $1,779.91. Funds were used to support all teachers and staff in creating a learning environment that is inclusive of students with disabilities and fosters a sense of belonging and community, ensuring students thrive. The material differences were due to our professional development being conducted in-house with staff during the workday.
Action 1.5 Curriculum-The estimated cost for this action was $30,000. The actual cost was $15,271.27. Funds were used to support grade-level retreats, summer professional development, and social justice work. The material differences were due to our professional development being conducted in-house with staff during the workday.
Action 1.6 Engagement: The estimated cost for this action was $5,000. The actual cost was $0. The material differences were due to the transition of costs and scholarships to external vendors, so there is no cost to the district.
Action 1.7 Professional Development-The estimated cost for this action was $12,000. The actual cost was $27,540. Even though this action is about professional development on creating a bias-free environment for our students, the cost went to the Panorama survey subscription so that staff can use the data during professional development to support students. The material differences were due to the increase in subscription cost.
Action 1.8 Engagement-The estimated cost for this action was $7,000. The actual cost was $6,344.59. No material differences in cost.
Action 1.9-The estimated cost for this action was $0. The actual cost was $0. No material differences in cost.
Action 1.10-The estimated cost for this action was $0. The actual cost was $0. No material differences in cost.

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

To evaluate the effectiveness of our efforts in fostering a sense of belonging for all students, especially our focal student groups, we have analyzed both our systemic initiatives and the qualitative feedback received this year. Our comprehensive approach has successfully strengthened these connections through collaborative efforts involving stakeholders, professional learning, student support, and family outreach. Specifically, strategies such as empathy interviews with chronically absent students, initiatives to boost after-school participation, and engaging bus drivers in reviewing student feedback have been instrumental in identifying and addressing barriers to involvement. By expanding SEL programs, targeted staff training, and inclusive family engagement initiatives, we have fostered more supportive school environments and established a strong foundation for continued progress.

Action 1.1 Teacher Recruitment & Development has shown mixed effectiveness. While HR's partnership with SMCOE to align teacher assignments with high qualifications is a strong, proactive step toward equity, the decrease in staff perceptions of our DEI environment suggests that budget constraints may have negatively impacted morale. We are working to stabilize this sentiment to ensure staff feel equipped to support student belonging.

Action 1.2 Chronic Absenteeism has been highly effective in gathering insights. Empathy interviews provided a clear window into the barriers faced by focal students. While attendance rates vary significantly by site, the qualitative data indicate that students generally feel safe and supported by staff, providing us with a specific roadmap to improve attendance through better routines and targeted academic support.

Action 1.3 Social & Emotional Learning has been highly effective. The systematization of SEL programs across the district has created a consistent emotional safety net. By offering family workshops in Spanish and integrating trauma-informed practices, we have successfully expanded our reach and provided focal groups with more consistent resources for emotional well-being.

Action 1.4 Special Education Inclusion is currently in progress. While leadership has established the planning phase for a new training program, this action has not yet reached the implementation stage, meaning its direct impact on student belonging is yet to be realized.

Action 1.5 Curriculum has been effective. Instructional coaches successfully supported the implementation of the Social Studies curriculum in its first year. By transitioning to grade-level team partnerships, we are ensuring that the curriculum remains a responsive tool that reflects diverse student experiences, directly supporting our goal of having students feel "seen" in their learning.

Action 1.6 Engagement has been effective. The partnership between our Family Engagement Coordinator and after-school leads successfully increased student participation. While the action itself is being retired because the process has transitioned to external vendors, the goal of boosting engagement was met.

Action 1.7 Professional Development has been effective. The district-wide training on the Belonging Protocol provided a common framework for all certificated staff. This has equipped teachers with concrete, asset-based instructional practices to create the inclusive, emotionally safe environments essential for our focal student groups.

Action 1.8 Engagement with Transportation has been effective. By using family survey data alongside student rosters, we have developed a data-driven approach to transportation. This has allowed us to address specific concerns about ride comfort and safety, ensuring the school day begins and ends with an experience that reinforces students' sense of belonging.

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 team members engaged in ongoing data-driven discussions throughout the school year, met with parent groups to better understand student needs, and received feedback from union leadership and members. These conversations informed updates to the LCAP and helped ensure that district actions remain aligned with student needs and responsive to current data. The following outlines the updates to actions for the 2026–27 school year.

Action 1.2 REVISED: Based on feedback from the LCAP advisory, members felt it was important for us to be proactive and to start at the beginning of the year to hear from students and families. Consider after-school sessions.

Action 1.3 REVISED: The action was revised to increase classroom teacher engagement for SEL implementation based on the reflection that prior practice relied too heavily on specialists. The updated action now includes clear grade-level guidelines for teachers to embed Second Step, RULER, and trauma-informed practices in daily instruction, along with a mid-year check-in on participation. This strengthens consistency, accountability, and integration of SEL across all classrooms.

Action 1.4 REVISED: This action was revised to strengthen the role of general education teachers in owning student learning outcomes, based on the need for higher expectations and deeper instructional involvement in inclusive practices. The updated action moves beyond general PD on inclusion to emphasize co-planning with education specialists, shared goal-setting, and alignment of outcomes to higher academic expectations, not only behavior or belonging.

Action 1.5: REMOVED: Implementing the adopted social studies program, Exploring California and Untold Stories, focusing on the stories and impacts of marginalized people in America, has been fully implemented in grades K-5. Instructional coaches at each school site will continue to provide support. We have completed this action and have removed it.

Action 1.6 Removed: The scholarship program management has transitioned to external vendors; this specific action item is being phased out while the established engagement strategies continue to operate.

Metric 1.10: REMOVED: This action was removed because the scholarship process is no longer with the district. In the past, the vendors would receive a discount in using the district's facilities. The district would then be offered scholarship spots. This is no longer the practice. It is now the vendor's responsibility to directly offer scholarships.

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	(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. (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?	$0.00	No
1.2	Chronic Absenteeism	(Action Prior to Revision)Progress monitor student groups through empathy interviews to better understand and decrease chronic absenteeism	$0.00	No

Action #	Title	Description	Total Funds	Contributing
		(Action Revised for 26-27) Conduct empathy interviews with focal student groups by the end of trimester 1 (October) to ensure that interventions can be designed and implemented at the beginning of the school year. To increase accessibility and participation, include an after-school option to accommodate working families' schedules and interview families. These empathy interviews will also serve as an ongoing progress-monitoring tool to better understand students' experiences and identify barriers contributing to chronic absenteeism, with the goal of informing and refining targeted supports throughout the year. Focal Student Groups: EL, Hispanic, Pacific Islander, SWD, Two or More Races		
1.3	Social & Emotional Learning	(Action Prior to Revision) Continue to systematize the implementation of Second Step, RULER, and other trauma-informed best practices to support Social & Emotional Learning (SEL) across the district for all students, with attention towards our focal student groups, to improve a sense of belonging. (Action Revised for 26-27) Systematize Second Step, RULER, and trauma-informed practices. Add explicit grade-level expectations for how classroom teachers (not only specialists) participate in and reinforce SEL routines, with a mid-year check-in on teacher participation rates. Focal Student Groups: AA, EL, Hispanic, Pacific Islander, SWD, or SED	$16,197.00	No
1.4	Special Education Inclusion	(Action Prior to Revision) 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. (Action Revised for 26-27) Professional development on inclusive environments, with added emphasis on general-education teachers actively owning students' learning outcomes (co-planning with Ed Specialists, shared goal-setting). Align outcomes to raised academic expectations, not only behavior/belonging.	$13,550.00	No

Action #	Title	Description	Total Funds	Contributing
1.5	Curriculum	(Removed) 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. Focal Student Groups: AA, EL, Hispanic, Pacific Islander, SWD, or SED	$0.00	No
1.6	Engagement	(Action removed) Develop ways to encourage our focal students to participate in after-school activities, sports, and theater groups. Focal Student Groups: AA, EL, Hispanic, Pacific Islander, SWD, or SED	$0.00	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	$13,770.00	No
1.8	Engagement	Ensure that focal student groups are able to attend events outside of school by increasing bus transportation afterschool	$5,000.00	No
1.9	Engagement	Audit transportation services for AM and PM routes	$1,000.00	No
1.10	Engagement	(Action REMOVED) Scholarship for students from Socio-Economically Disadvantaged families to participate in after-school events	$0.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	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 Quantative data CAASPP & CAST Qualitative data collection may include student focal groups, work samples, & educational partner feedback as evidence of progress 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)	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	Percentage of focal student groups achieving “standard met” and “standard exceeded” on ELA CAASPP Focal Student Groups: AA, EL, Hispanic, Pacific Islander, SWD, or SED N=Number of Students	2023-24 Percentage of focal student groups achieving “standard met” and “standard exceeded” on ELA CAASPP ALL (N-1697) 79% AA (N-16) 44% Asian (N-289) 91% EL (N-50) 4% RFEP (N-194) 71% Ever EL (N-245) 57% HI (N-316) 53% PI (N-14) 50% SED (N-217) 44% SWD (N-134) 31% H/FY (N-<11) Data suppressed to protect student privacy T (N-106) 38%	2024-25 Percentage of focal student groups achieving “standard met” and “standard exceeded” on ELA CAASPP ALL (N-1687) 80% AA (N-11) 45% Asian (N-309) 93% EL (N-79) 24% RFEP (N-181) 74% Ever EL (N-260) 60% HI (N-344) 54% PI (N-14) 57% SED (N-205) 44% SWD (N-136) 32% H/FY (N-<11) Data suppressed to protect student privacy T (N-105) 49%	2025-26 Data will not be available until October, 2026.	2026-27 Percentage of focal student groups achieving “standard met” and “standard exceeded” on ELA CAASPP ALL (N-X) 86% AA (N-X) 42% Asian(N-X) 99% EL (N-X) 14% RFEP (N-194) 77% Ever EL (N-245) 63% HI (N-X) 61% PI(N-X) 44% SED (N-X) 54% SWD(N-X) 36% H/FY(N-X) T (N-X) 45%	2024-25 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.
2.2	Percentage of students with disabilities (SWD) achieving “standard met” and “standard exceeded” on ELA, Math CAASPP. N=Number of Students	2023-24 Percentage of focal students achieving “standard met” and “standard exceeded” on ELA/MATH CAASPP SWD ELA (N-134) 31% Math (N-133) 35%	2024-25 Percentage of focal students achieving “standard met” and “standard exceeded” on ELA/MATH CAASPP SWD ELA (N-136) 32%	2025-26 Data will not be available until October, 2026.	2026-27 Percentage of focal students achieving “standard met” and “standard exceeded” on ELA/MATH CAASPP SWD ELA (N-X) 36%	2024-25 The most recent CAASPP results are not yet available at this time. Data will be incorporated into this metric upon release by the California

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Math (N-135) 38%		Math(N-X) 41%	Department of Education.
2.3	Percentage of focal students achieving “standard met” and “standard exceeded” on MATH CAASPP. Focal Student Groups: AA, EL, Hispanic, Pacific Islander, SWD, or SED N=Number of Students	2023-24 Percentage of focal students achieving “standard met” and “standard exceeded” on MATH CAASPP ALL (N-1704) 78% AA (N-16) 50% Asian (N-290) 94% EL (N-61) 23% RFEP (N-194) 69% Ever EL (N-256) 58% HI (N-320) 51% PI (N-14) 21% SED (N-217) 45% SWD (N-133) 35% H/FY (N-<11) Data suppressed to protect student privacy T (N-106) 41%	2024-25 Percentage of focal students achieving “standard met” and “standard exceeded” on MATH CAASPP ALL (N-1696) 78% AA (N-11) 55% Asian (N-311) 94% EL (N-88) 28% RFEP (N-181) 70% Ever EL (N-269) 57% HI (N-347) 49% PI (N-14) 29% SED (N-207) 40% SWD (N-135) 38% H/FY (N-<11) Data suppressed to protect student privacy T (N-105) 39%	2025-26 Data will not be available until October, 2026.	2026-27 Percentage of focal students achieving “standard met” and “standard exceeded” on MATH CAASPP ALL (N-X) 84% AA (N-X) 35% Asian (N-X) 98% EL (N-X) 23% Ever EL (N-256) 64% RFEP (N-194) 75% H (N-X) 55% PI (N-X) 31% SED (N-X) 46% SWD (N-X) 41% H/FY (N-**) T (N-X) 39%	2024-25 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.
2.4	Percentage of 3rd grade focal student groups achieving “standard met” and “standard exceeded” on ELA CAASPP Student Groups: AA, EL, Hispanic, Pacific Islander, SWD, or SED	2023-24 Percentage of 3rd grade focal student groups achieving “standard met” and “standard exceeded” on ELA CAASPP ALL (N-298) 76%	2024-25 Percentage of 3rd grade focal student groups achieving “standard met” and “standard exceeded” on ELA CAASPP	2025-26 Data will not be available until October, 2026.	2026-27 Percentage of 3rd grade focal student groups achieving “standard met” and “standard exceeded” on ELA CAASPP	2024-25 The most recent CAASPP results are not yet available at this time. Data will be incorporated into this metric upon release by the

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	N=Number of Students	AA (N-<11) Data suppressed to protect student privacy Asian (N-53) 92% EL (N-11) 18% RFEP (N-22) 91% Ever EL (N-34) 65% HI (N-50) 48% PI (N-<11) Data suppressed to protect student privacy SED (N-30) 30% SWD (N-21) 14% H/FY (N-<11) Data suppressed to protect student privacy T (N-17) 29%	ALL (N-291) 73% AA (N-<11) Data suppressed to protect student privacy Asian (N-52) 92% EL (N-16) 19% RFEP (N-31) 71% Ever EL (N-47) 53% HI (N-74) 50% PI (N-<11) Data suppressed to protect student privacy SED (N-34) 44% SWD (N-20) 55% H/FY (N-<11) Data suppressed to protect student privacy T (N-23) 35%		ALL (N-X) 82% AA (N-X) Data suppressed to protect student privacy Asian (N-X) 99% EL (N-X) 15% Ever EL (N-34) 71% RFEP (N-22) 97% HI (N-X) 58% PI (N-X) Data suppressed to protect student privacy SED (N-X) 58% SWD(N-X) 46% H/FY(N-X) T (N-X) 42%	California Department of Education.
2.5	Percentage of students achieving “standard met” and “standard exceeded” on the state adopted science assessment--CAST Overall student data Underrepresented student data N=Number of Students	2023-24 2024 CAST Data 5th Gr. (N-302) 68% SWD (N-24) 17% SED (N-34) 22% Hispanic (N-57) 42% EL (N-<11) Data suppressed to protect student privacy RFEP (N-28) 57% Ever EL (N-38) 49% 8th Gr. (N-264) 69% SWD (N-16) 21% SED (N-36) 38%	2024-25 2025 CAST Data 5th Gr. (N-301) 68% SWD (N-18) 11% SED (N-34) 15% Hispanic (N-55) 31% EL (N-11) 0% RFEP (N-34) 56% Ever EL (N-45) 42% 8th Gr. (N-270) 68%	2025-26 Data will not be available until October, 2026.	2026-27 5th Gr. (N-X) 74% SWD (N-X) 23% SED (N-X) 28% Hispanic (N-X) 46% EL (N-X) RFEP (N-2X) 63% Ever EL (N-X) 55% 8th Gr. (N-X) 83% SWD (N-X) 41% SED (N-X) 41% Hispanic (N-X) 63%	2024-25 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
		Hispanic (N-49) 43% EL (N-<11) Data suppressed to protect student privacy RFEP (N-39) 62% Ever EL (N-41) 59%	SWD (N-29) 37% SED (N-37) 32% Hispanic (N-62) 45% EL (N-<11) Data suppressed to protect student privacy RFEP (N-44) 48% Ever EL (N-54) 40%		EL (N-<11) Data suppressed to protect student privacy RFEP (N-X) 68% Ever EL (N-X) 65%	
2.6	Local Indicator Reflection Assessment 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 Local Indicator Reflection Assessment English Language Arts 4 English Language Development 5 Math 5 Next Generation Science 5 Social Studies 4	2024-25 Local Indicator Reflection Assessment English Language Arts 5 English Language Development 5 Math 5 Next Generation Science 5 Social Studies 5	2025-26 Local Indicator Reflection Assessment English Language Arts 5 English Language Development 5 Math 5 Next Generation Science 5 Social Studies 5	2026-27 Local Indicator Reflection Assessment English Language Arts 5 English Language Development 5 Math 5 Next Generation Science 5 Social Studies 5	Local Indicator Reflection Assessment English Language Arts 1 English Language Development 0 Math 0 Next Generation Science 0 Social Studies 0
2.7	Percentage of parents reporting satisfaction on district's reporting tool. "How satisfied are you with the current TK-8 standards-based reporting tools in providing clear and useful information about your child's progress?"	2024-25 This is a new metric, and the baseline will be available in 2025 2024-25 Percentage of parents reporting satisfaction on district's reporting tool. Student academic programs: 78%	2024-25 Percentage of parents reporting satisfaction on district's reporting tool. Student academic programs: 78% Student social-emotional learning: 84%	2025-26 Percentage of parents reporting satisfaction on district's reporting tool. Student academic programs: 78% Student social-emotional learning: 82%	2026-27 Percentage of parents reporting satisfaction on district's reporting tool. Student academic programs: 84% Student social-emotional learning: 92%	Percentage of parents reporting satisfaction on district's reporting tool. Student academic programs: 0% Student social-emotional learning: -2% Student safety: -2%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Student social-emotional learning: 84% Student safety: 90% School lunch program (The LunchMaster): 37% Report Cards: 71% Parent Teacher Conferences: 74%	Student safety: 90% School lunch program (The LunchMaster): 37% Report Cards: 71% Parent Teacher Conferences: 74%	Student safety: 88% School lunch program (The LunchMaster): 30% Report Cards: 71% Parent Teacher Conferences: Question removed from the Panorama Survey	Student safety: 96% School lunch program (The LunchMaster): 43% Report Cards: 77% Parent Teacher Conferences: 80%	School lunch program (The LunchMaster): -7% Report Cards: 0% Parent Teacher Conferences: Metric has been removed
2.8	Progress monitor focal student group enrollment into compacted math classes Focal Student Groups: AA, EL, Hispanic, Pacific Islander, SWD, SED, T N=Number of Students X-Actual Number	2023-24 Number of focal students enrolled in compacted math classes (5-8 gr.) ALL (N-703) 60% EL (N-4) 10% SED (32) 20% SWD (N-21) 20% HI, PI, AA (77) 30% (Metric Removed) Percentage of focal students meeting or exceeding standards on the Mini-MIRA (5-8 gr.) ALL (N-1081) 74.5% EL (N-16) 18.8% SED (134) 41.0% SWD (N-81) 30.9% HI, PI, AA (218) 45.8% (New Metric)	2024-25 Number of focal students enrolled in compacted math classes (5-8 gr.) ALL (N-824) 71% EL (N-4) 9% SED (36) 25% SWD (N-27) 24% HI, PI, AA (87) 36% (New Metric) iReady Math (5-8 gr.) ALL (N-1070) 76% EL (N-41) 29% SED (N-131) 42% SWD (N-95) 37% HI (N-213) 47% PI, AA (N-15) 33%	2025-26 Number of focal students enrolled in compacted math classes (5-8 gr.) ALL (N-782) 69% EL (N-6) 13% SED (N-28) 22% SWD (N-20) 20% HI, PI, AA (N-77) 34% iReady Math (5-8 gr.) ALL (N-1119) 78% EL (N-42) 19% SED (N-122) 32% SWD (N-88) 33% HI (N-203) 41% PI, AA (N-21) 33%	2026-27 Number of focal students enrolled in compacted math classes (5-8 gr.) ALL (N-X) 70% EL (N-X) 20% SED (N-X) 30% SWD (N-X) 30% HI, PI, AA (N-X) 40% (Metric Removed) Percentage of focal students meeting or exceeding standards on the Mini-MIRA iReady Math (5-8 gr.) ALL (N-X) 80% EL (N-X) 35% SED (N-X) 48.0%	Number of focal students enrolled in compacted math classes (5-8 gr.) ALL 9% EL 3% SED 2% SWD 0% HI, PI, AA 4% iReady Math (5-8 gr.) ALL 2% EL -10% SED -10% SWD -4% HI -6% PI, AA 0%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		iReady Math 5-8- Basline will be in Yr 1 Outcome 24-25			SWD (N-X)) 53% HI (N-X) 53% PI, AA (N-X)40%	
2.9	Physical Education Fitness Assessment (Compliance Requirement)	2023-24 Participation Rate 5th Grade Aerobic Capacity 99.03% Abdominal Strength and Endurance 98.71% Trunk Extensor Strength and Flexibility 98.38% Upper Body Strength and Endurance 98.06% Flexibility 99.35% 7th Grade Aerobic Capacity 89.93% Abdominal Strength and Endurance 91.61% Trunk Extensor Strength and Flexibility 91.28% Upper Body Strength and Endurance 91.28% Flexibility 91.61%	2024-25 Participation Rate 5th Grade Aerobic Capacity 100% Abdominal Strength and Endurance 100% Trunk Extensor Strength and Flexibility 100% Upper Body Strength and Endurance 99.68% Flexibility 100% 7th Grade Aerobic Capacity 97.49% Abdominal Strength and Endurance 97.13% Trunk Extensor Strength and Flexibility 97.13% Upper Body Strength and Endurance 96.77% Flexibility 97.49%	2025-26 Participation Rate 5th Grade Aerobic Capacity 99.67% Abdominal Strength and Endurance 99.33% Trunk Extensor Strength and Flexibility 100% Upper Body Strength and Endurance 99.00% Flexibility 100% 7th Grade Aerobic Capacity 96.70% Abdominal Strength and Endurance 100% Trunk Extensor Strength and Flexibility 100% Upper Body Strength and Endurance 98.53% Flexibility 100%	2026-27 Participation Rate 5th Grade Aerobic Capacity 99% Abdominal Strength and Endurance 98.90% Trunk Extensor Strength and Flexibility 96.23% Upper Body Strength and Endurance 98.90% Flexibility 99.23% 7th Grade Aerobic Capacity 99.88% Abdominal Strength and Endurance 99.92% Trunk Extensor Strength and Flexibility 99.61% Upper Body Strength and Endurance 99.26% Flexibility 99.96%	Participation Rate 5th Grade Aerobic Capacity 0.6% Abdominal Strength and Endurance 0.6% Trunk Extensor Strength and Flexibility 1.6% Upper Body Strength and Endurance 0.9% Flexibility 0.6% 7th Grade Aerobic Capacity 6.8% Abdominal Strength and Endurance 8.4% Trunk Extensor Strength and Flexibility 8.7% Upper Body Strength and Endurance 7.3% Flexibility 8.4%
2.10	Learning Recovery Emergency Block Grant-Summer School Metric	2026 Summer School Program Metric Difference from EOY to BOY assessments				

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		ELA K ESGI Data 1 BTR Data 2-8 iReady Reading Math K ESGI Data 1-8 iReady Math				

Goal Analysis [2025-26]

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.

Utilizing research-based programs, strategies, and instructional practices is a strategic direction of the Menlo Park City School District and directly supports progress toward LCAP Goal 2: Strengthening Academic Excellence. This year, our elementary school sites continue to establish academic routines that emphasize foundational literacy in the early grades, while upper-grade teachers are piloting interim assessments in ELA and math to better monitor student progress and inform instruction. A key factor bringing greater coherence across grades 1–8 is the implementation of the i-Ready assessment tool. For the first time, the district has a common assessment in mathematics for grades 1–8 and in reading for grades 2–8, allowing educators to more consistently monitor student learning, analyze data, and identify areas that need additional support. The actions outlined below serve as the building blocks for achieving this goal.

Action 2.1 Curriculum: This year, during our grade-level TK-3 retreats, the professional learning focus for TK and kindergarten teachers was on instructional strategies using Handwriting Without Tears. For grades 1-3, teachers focused on Bridge to Reading, learning to use embedded assessments to guide instructional decisions and design student learning. Upper-grade teachers focused on the i-Ready dashboard, exploring how to access literacy and math tasks to support targeted small-group instruction.

Action 2.2 Curriculum: The K–8 Mathematics Instructional Materials Adoption process began with publisher presentations, eventually narrowed to four programs to focus on district priorities, including equitable access, acceleration pathways, teacher implementability, K–8 coherence, and support for multilingual learners. Guided by San Mateo County Math Coordinators, a committee of parents, teachers, staff, and administrators reviewed the programs and selected Amplify Desmos and Imagine Learning IM for piloting. The adoption process emphasized alignment with the California Mathematics Framework, creating a seamless K–8 pathway, and supporting rigorous, coherent, and equitable instruction, with implementation largely following the planned actions and successfully meeting district goals.

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 strengthened literacy instruction across all grade levels and supported teachers in addressing students' diverse needs. Building on this work, the district is now partnering with WestEd to strengthen Integrated English Language Development (ELD) and literacy instruction across content areas. This next phase of professional learning will support teachers and leaders in integrating language development with rigorous literacy practices, ensuring that multilingual learners and all students have greater access to grade-level content.

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. We are now working with Curriculum and Associates in implementing the iReady Math assessment.

Action 2.5 Data and Assessment: The work related to CAST preparation has evolved as teachers explored different resources to support student learning in tested content areas. Teachers in grades 3–8 reviewed materials across English Language Arts, Mathematics, and Science and found that they prefer using items from the Interim Assessment item bank to support instruction and familiarize students with the format and rigor of the assessments. These items provide flexible opportunities for teachers to integrate assessment-aligned tasks into their instruction. As this work is part of a three-year plan, continued use and refinement of these practices will carry into 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, is a 3-year plan. School Psychologists at Encinal and Laurel school completed training and collaboration efforts this period, including: staff training on culturally responsive special education evaluations for Multilingual Learners; coordinated support planning for newcomer students with instructional gaps; TK–2nd grade developmental milestone training for staff and paraeducators; disproportionality intervention through student huddles and proactive planning; cross-team collaboration on IEP and EL goals; and afterschool support partnerships for IEP and at-risk students.

Action 2.7 Data and Assessment (Deferred Implementation): 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. We are in the middle of a math textbook adoption, which could affect our decisions. This may become a multiyear process once it begins.

Action 2.8 Course Access: District staff is 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.

This year, the district made meaningful progress toward LCAP Goal 2 across several areas. We look forward to reflecting on how we can better serve our students who are not yet at grade level.

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.

The following provides an explanation of differences between budgeted and estimated actual expenditures, as well as any variances in planned versus actual percentages of improved services.
Action 2.1 Curriculum-The estimated cost for this action was $45,000. The actual cost was $44,435.42. No material differences in cost.
Action 2.2 Curriculum-The estimated cost for this action was $20,000. The actual cost was $21,424.88. No material differences in cost.
Action 2.3 Professional Development-The estimated cost for this action was $15,000. The actual cost was $25,664. Our original plan was to continue our work with CORE Learning; however, over the course of the year, we determined that the district had a different need, one that a WestEd partnership would better support in meeting our goals. The material difference was due to the higher cost of the West Ed contract.
Action 2.4-Professional Development-The estimated cost for this action was $30,000. The actual cost was $31,712.43. No material differences in cost.
Action 2.5-Data and Assessment-The estimated cost for this action was $1,500. The actual cost was $0. The material difference was that teachers ended up using free resources from the California Department of Education's website.
Action 2.6 Professional Development-The estimated cost for this action was $80,000. The actual cost was $82,245.01. No material differences in cost.
Action 2.7 Data and Assessment-The estimated cost for this action was $5,000. The actual cost was $0. The material difference in cost is due to the fact that we have not started on this action item, to revise our report cards.
Action 2.8 Course Access-The estimated cost for this action was $0. The actual cost was $0. No material differences in cost.

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

MPCSD has demonstrated steady progress in academic outcomes, specifically for its focal student groups. This forward momentum is driven by strategic shifts in our actions and a deeper commitment to monitoring student progress through our assessment tool iReady. The district demonstrated strong overall growth in iReady data during the 2025-2026 school year. Between diagnostic 1 and diagnostic 2 of 2026, the percentage of all students meeting or exceeding standards in Reading increased from 68% to 78%. Over the same period, overall Math proficiency increased from 53% to 69%. In every focal student subgroups students demonstrated growth between diagnostic 1 and diagnostic 2 in both Reading and Math: Native Hawaiian or Pacific Islander: Showed massive gains, jumping from 10% to 57% proficiency in Reading (+47 percentage points) and from 23% to 45% in Math Tinsley Program: Nearly doubled their Reading proficiency from 26% to 48% (+22 percentage points) and exactly doubled their Math proficiency from 14% to 28% Black or African American: Experienced a 20 percentage point increase in Reading (from 32% to 52%) and a 9 percentage point increase in Math (from 17% to 26%) Economically Disadvantaged: Increased by 17 percentage points in Reading (from 27% to 44%) and grew from 15% to 28% in Math English Learners: More than tripled their proficiency in both subjects, growing from 7% to 22% in Reading and from 7% to 21% in Math Hispanic: Improved from 37% to 46% in Reading and from 23% to 37% in Math. Special Education: Increased from 25% to 35% in Reading and from 22% to 31% in Math

The District remains confident that our current actions effectively support progress toward our established goals. Enhanced assessment and progress monitoring systems have allowed for better alignment with long-term objectives and a more robust focus on data-driven instruction.

Specifically, MPCSD is standardizing its assessment tools by transitioning to iReady Math this year, following the successful implementation of iReady Reading last year. This transition provides educators with more precise diagnostic data to tailor instruction to student needs.

While the math adoption committee and interim science assessments were strategically sequenced for future years to align with our multi-year plan, we continue to prioritize math and student engagement. Key insights are being gathered through the monitoring of focal student enrollment in compacted math courses and empathy interviews with chronically absent students to improve their sense of academic belonging. This phased-in approach ensures that educators receive sustained support and that high-impact strategies are implemented effectively for long-term student 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, met with parent groups about students' needs, and received feedback from union leadership/members that informed updates to the LCAP. Their input ensured district actions aligned with student needs and were responsive to current data. The following action will be removed:

Action 2.1 REVISED: This action was revised to strengthen the focus on direct instruction in addition to professional development, data use, and assessment. The original plan emphasized PD and data analysis but did not clearly outline how instruction would change as a result. The revised action clarifies alignment across grade levels by incorporating both Foundational Literacy Skills (K–5) and i-Ready data (K–8), and explicitly adds targeted instructional practices. These include teacher-led small-group instruction, expanded 1:1 and small-group support from reading and math specialists/interventionists, and increased opportunities for differentiated instruction to better meet individual student needs and improve achievement.

Action 2.2 REVISED: The action was revised to improve clarity and avoid the unintended implication that K–5 instruction is limited to Foundational Literacy Skills materials only. In practice, K–5 instruction also incorporates i-Ready data to inform teaching and support student learning. The revision ensures the action accurately reflects a balanced instructional approach across K–8, where both Foundational Literacy Skills and i-Ready data are used to guide instruction and improve outcomes.

Action 2.3 REVISED: The action was revised and updated to reflect the completion of the prior structured literacy training with CORE Learning in 2024–25. Based on reflection, the focus has shifted from foundational training to strengthening research-based Tier 1 instruction for all students. As a result, MPCSD is now partnering with WestEd to provide professional development on effective Tier 1 instruction with integrated ELD. The revised action also more clearly explains how this work improves outcomes by ensuring Hispanic students receive stronger instruction and appropriate language supports in general education, reducing inappropriate special education referrals, and improving academic growth as measured by i-Ready and CAASPP.

Action 2.4 REMOVED: This action was removed due to significant overlap with Action 2.1, as the intended work was already being addressed within that existing effort. During reflection, it was determined that the goals were not distinct enough to warrant separate actions, and both ultimately supported the same overall objective: strengthening Tier 1 instruction and improving i-Ready outcomes. Consolidating the action improved clarity, coherence, and alignment across the LCAP.

Action 2.5 REVISED: The action was revised to move from a narrow “examine” approach to a more comprehensive, implementation-focused system that directly supports instructional improvement. While the original language centered on a science-only interim assessment,

reflection showed the need for a broader, more actionable structure across ELA, Math, and Science to ensure consistent use of data to drive instruction. The updated action emphasizes using interim assessment results within PLCs to identify domain-level needs and implement targeted instructional adjustments before the May CAST. This shift ensures that data is not only examined but actively used to improve instruction and student outcomes in real time.

Action 2.6 REVISED: The action was revised to clarify both the intended audience and the instructional focus. The updated language specifies that professional development is designed for both general education and education specialist teachers and explicitly centers on aligning IEP goals to grade-level standards to ensure access to core instruction. It also adds required co-planning time to strengthen collaboration and ensure consistent implementation of aligned instructional practices.

Action 2.7 REVISED: The action was revised to explicitly define the theory of action and clarify how improved reporting is expected to lead to better student outcomes. The updated language explains that clearer, standards-aligned report cards will improve families' understanding of student progress, enabling more targeted support at home and earlier intervention conversations between families and schools. These conditions are intended to strengthen students' mastery of grade-level standards over time. The revision also adds a family-facing, translated guide to ensure equitable access and understanding for all families.

Action 2.8 REVISED: The action was revised to move from exploration to implementation, as simply "examining" access does not lead to immediate improvement in outcomes. Reflection showed that increasing equitable access requires intentional action, both expanding enrollment and providing the supports students need to succeed once placed. The revised action focuses on enrolling more underrepresented students in compacted math and pairing that access with strengthened Tier 1 instruction, targeted supports, and family engagement. This ensures that increased participation is meaningful and leads to improved confidence, performance, and long-term success in advanced math pathways.

Action 2.9 REVISED: This LREBG-identified action has been clarified to ensure compliance and improve transparency in monitoring impact. The action description now explicitly identifies the associated metric(s) by number that will be used to evaluate effectiveness, strengthening alignment between intended outcomes and progress monitoring. In addition, the "Total Funds" field has been updated to include the full allocation for this action, ensuring accurate fiscal reporting. This action has also been confirmed as an LREBG-allowable use and is not designated as a contributing action.

Metric 2.10 NEW: A new metric has been added to the metric section to reflect the LREBG action description, ensuring clear alignment between the action and its intended outcomes, and to provide a specific measure for monitoring the impact of the funded support.

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	(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 (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 Revised for 26-27) Provide K–8 professional development on adopted Foundational Literacy Skills (K–5) and the use of i-Ready Reading (1–8) and Math (K–8) data to inform instruction and increase achievement by 2027. This action includes teachers using data to implement targeted small-group instruction, and reading and math specialists/interventionists expanding 1:1 and small-group supports based on i-Ready and foundational literacy data to meet individual student needs.	$45,000.00	No
2.2	Curriculum	(Action Prior to Revision) Form a math adoption committee with the intention to adopt NEW K-5 & 6-8 math program by 2027 (Action Revised for 2026-27) Continue the standing K–5 and 6–8 Math Adoption Committee through the pilot, evaluation, and selection phases, including curriculum review, pilot teaching, family preview nights, and board recommendation. The committee is focused on selecting a textbook that meets the needs of students requiring acceleration and those needing additional support, while prioritizing the needs of underrepresented student groups. Adoption criteria will be explicitly aligned to ensure conceptual understanding, language-rich tasks to support English Learners, and embedded formative assessment to guide instruction and support equitable access and advancement for all students.	$322,000.00	No
2.3	Professional Development	(Action REMOVED) All teachers and intervention staff will receive training on structured literacy in partnership with CORE by 2027: *K-2: Foundational Literacy Skills & Comprehension *3-5-Spelling, Vocab, Grammar, Morphology, & Comprehension	$130,000.00	No

Action #	Title	Description	Total Funds	Contributing
		*6-8-Content Area Academic Vocabulary and Comprehension Strategies and Text Structures (Revised Action for 2026-27) Provide professional development in partnership with WestEd focused on strengthening Tier 1 instruction with integrated ELD. This action is grounded in a theory of action that stronger Tier 1 instruction, combined with integrated ELD, will reduce inappropriate special education referrals and improve academic outcomes for Hispanic students. Effectiveness will be measured by monitoring the Hispanic-specific learning disability (SLD) risk ratio and tracking Hispanic student academic growth using i-Ready and CAASPP data.		
2.4	Professional Development	(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 (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. (Remove Action) It is now embedded in Action 2.1	$0.00	No
2.5	Data and Assessment	(Action Prior to Revision) A three year trial of mid-year interim 3-8 science assessment so that teachers can utilize the data to inform instruction by 2027 (Action REVISED for 2026-27) Implement ELA, Math, and Science interim assessment for grades 3–8 using either CAASPP IABs or a teacher-developed common assessment. Results can be used within existing PLC structures to analyze performance, identify domain-level needs using CAASPP claim data, and implement targeted instructional adjustments prior to the May CAST, with the goal of improving overall CAST proficiency.	$14,000.00	No

Action #	Title	Description	Total Funds	Contributing
2.6	Professional Development	(Action Prior to Revision) 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 (Action Revised for 2026-27) Provide professional development for general education and education specialist teachers on aligning IEP goals to grade-level general education standards to ensure students with disabilities have access to core instruction. This action includes required co-planning time between general education and education specialist teachers to support implementation and strengthen instructional alignment.	$20,000.00	No
2.7	Data and Assessment	(Action Prior to Revision) Revise and improve TK-8 standards-based reporting tools as needed (Action REVISED for 2026-27) Revise TK–8 standards-based grading (SBG) report cards to improve clarity and alignment to grade-level standards. This revision is grounded in the theory of action that clearer standards-aligned reporting will help families better understand student progress, leading to more targeted home support and earlier intervention conversations, ultimately improving standards mastery. As part of this action, develop and provide a family-facing guide, translation when possible, to support families in understanding how to read and use the updated report card	$5,000.00	No
2.8	Course Access	(Action Prior to Revision) Examine access and support eligibility for more focal student groups to attend compacted math courses (Action REVISED for 2026-27) Implement a comprehensive access and support plan to monitor equitable participation of underrepresented student groups in compacted math beginning in grade 5. This action includes strengthening Tier 1 math instruction through the newly adopted curriculum, ensuring consistent instructional practices across elementary schools, and providing targeted scaffolds and academic supports for	$0.00	No

Action #	Title	Description	Total Funds	Contributing
		students who need additional support to succeed in a compacted pathway through 1:1 supports. Also, engage families of identified student groups through a scheduled informational meeting (September 2026) and ongoing communication about program expectations, opportunities, and supports. Additionally, conduct empathy interviews with students and families to better understand barriers to access and refine supports to improve participation, confidence, and success in advanced math pathways. Local Indicator-Priority 7		
2.9	Learning Recovery Emergency Block Grant	(NEW ACTION) In alignment with the allowable uses of LREBG funds, which include providing supplemental instruction and support for students who have experienced learning loss, MPCSD will direct the full $38,883 toward the 2026 Summer School program to provide evidence-based academic support through Science as the main content for English Learners and Socioeconomically Disadvantaged students not yet meeting grade-level standards. A specific Newcomers or ELD course will be offered. The effectiveness of the program will be measured using the 2026 Summer School Program metrics, including the difference between End-of-Year (EOY) and Beginning-of-Year (BOY) assessments in ELA and Math. Specifically, ELA growth will be measured using Kindergarten ESGI data, Grade 1 Bridge-to-Reading (BTR) data, and Grades 2–8 i-Ready Reading data. Math growth will be measured using Kindergarten ESGI data and Grades 1–8 i-Ready Math data.	$38,883.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Bring to zero the number of "long-term" English Language Learners who have been in MPCSD since Kindergarten and/or at least 5 years as measured by annual ELPAC data and formative assessments to qualify for fluent English predesignation by their 6th concurrent year in MPCSD. Quantitative data number of LTELs redesigned to Fluent English status Qualitative data collection may include student focal groups, work samples, & educational partner feedback as evidence of progress *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)	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 Percentage of EL students achieving “moderately developed” and “well developed” on the ELPAC (N-200) 64%	2024-25 Percentage of EL students achieving “moderately developed” and “well developed” on the ELPAC (N-179) 78%	2025-26 Percentage of EL students achieving “moderately developed” and “well developed” on the ELPAC (N-157) 80%	2026-27 Percentage of EL students achieving “moderately developed” and “well developed” on the ELPAC 77%	Percentage of EL students achieving “moderately developed” and “well developed” on the ELPAC 16%
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 88% of English learners made progress towards English language proficiency by compared to 2022-23	2024-25 89% of English learners made progress towards English language proficiency by compared to 2023-24	2025-26 90% of English learners made progress towards English language proficiency by compared to 2024-25	2026-27 94% of English learners made progress towards English language proficiency	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. 2%
3.3	Increase percentage of EL parents reporting awareness of child’s progress in learning English on the annual survey	2023-24 Total # of parents who completed the survey: 69 88% of EL parents reporting awareness of child’s progress in	2024-25 Total # of parents who completed the survey: 57 91% of EL parents reporting awareness of	2025-26 Total # of parents who completed the survey: 49 94% of EL parents reporting awareness of	2026-27 Total # of parents who completed the survey: 0 93% of EL parents reporting awareness of their	Increase percentage of EL parents reporting awareness of child’s progress in learning English on

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		learning English on the annual MPCSD LCAP/EL Parent Survey	child's progress in learning English on the annual MPCSD LCAP/EL Parent Survey	child's progress in learning English on the annual MPCSD LCAP/EL Parent Survey	child's progress in learning English on the annual MPCSD LCAP/EL Parent Survey	the annual survey 6%
3.4	Decrease # of Long Term English Language Learners (LTELS)	2023-24 EOY # of LTELs EN 1 LR 1 OK 1 HV 5	2024-25 # of LTELs EOY EN 5 LR 1 OK 0 HV 3	2025-26 # of LTELs EOY EN 1 LR 1 OK 1 HV 1	2026-27 EOY # of LTELs EN 0 LR 0 OK 0 HV 0	Decrease # of Long Term English Language Learners (LTELS) EN 0 LR 0 OK 0 HV -4
3.5	Reclassification Rate	2023-24 Reclassification Rate 16%	2024-25 Reclassification Rate (as of 03.26.2025) 14%	2025-26 Reclassification Rate 32% (52/162)	2026-27 Reclassification Rate 22%	Reclassification Rate -1%

Goal Analysis [2025-26]

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, enables more personalized support and a more inclusive, responsive environment, ultimately helping ELL students achieve academic success and reduce the number of long-term ELLs.

Action 3.1 Professional Development: To strengthen districtwide capacity, MPCSD launched a partnership with WestEd to deepen classroom teachers' understanding of first-best instruction with integrated English Language Development (ELD) standards. At Encinal and Upper Laurel, teacher cohorts participated in peer classroom visits, practicing scripting and evidence collection to sharpen their observation skills. Teachers also built their understanding of the Observation Protocol for Teachers of English Learners (OPTEL), with a central focus on using formative assessment of students' expressive and receptive language to inform and improve instruction.

Action 3.2 Professional Development: Under the leadership of the ELD Coordinator, this work has been advanced through ongoing collaboration with ELD Specialists across the district. Together, they are building teacher capacity to deliver strong, integrated English Language Development (ELD) instruction. ELD Specialists are also supporting teachers during staff meetings and collaborative planning time to deepen their understanding of the ELPAC, including its tasks, results, and instructional implications. This focused professional learning is strengthening teachers' ability to use ELPAC data to inform and refine their instructional strategies.

Action 3.3 Family Engagement: The district continues to provide a range of learning opportunities for families of English Language Learners through parent education, governance committees, and community events. Activities such as the Welcome Back Event, the District English Language Advisory Committee (DELAC), the English Language Advisory Committee (ELAC), the LCAP Advisory, and the Parent Café create meaningful spaces for connection, learning, and collaboration. At a recent DELAC meeting, SamTrans presented information on transportation and busing options, while families also received an overview of CAASPP, including what to expect, and the Consolidated Application, helping parents better understand its purpose and relevance.

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 intended for staff to host two parent meetings, but due to logistical constraints in fully implementing the interventions for LTEL students, our meeting was postponed, and we hosted only one 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. Support for EL specialists has focused on delivering high-quality, standards-based ELD instruction, specifically by designing ELD units based on complex text and gathering evidence of student learning.

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.

The following provides an explanation of differences between budgeted and estimated actual expenditures, as well as any variances in planned versus actual percentages of improved services.

Action 3.1 Professional Development-The estimated cost for this action was $5,000. The actual cost was $5,904.13. No material differences in cost.
Action 3.2 Professional Development-The estimated cost for this action was $0. The actual cost was $0. No material differences in cost.
Action 3.3 Family Engagement-The estimated cost for this action was $150,000. The actual cost was $155,693.07. No material differences in cost.
Action 3.4 Family Engagement-The estimated cost for this action was $20,000. The actual cost was $10,952.89. The material cost is due to the fact that our events were better budgeted and we tried to provide services with existing structures and staff.
Action 3.5-Staffing-The estimated cost for this action was $1,400,000. The actual cost was $1,432,846. No material differences in cost.
Action 3.6 Professional Development-The estimated cost for this action was $10,000. The actual cost was $8,739.24. No material differences in cost.
Action 3.7 Sense of Belonging-The estimated cost for this action was $0. The actual cost was $0. No material differences in cost.

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

The targeted actions our district has taken to support English Language Learners (ELLs) are proving highly effective, as reflected in our students' impressive academic growth on local formative assessments, such as i-Ready. By investing in professional development, such as our WestEd partnership, focused collaboration with ELD Specialists, and adding dedicated intervention staff at high-need schools like Encinal and Laurel, we have seen ELL proficiency more than triple in these local assessments. Between diagnostic 1 and diagnostic 2 in 2026, ELL students increased their proficiency in Reading 7% to 22% and in Math by 7% to 21%. Furthermore, our reclassified students (RFEP) are performing exceptionally well on these formative assessments, with 75% meeting or exceeding Reading standards and 69% meeting or exceeding Math standards. While community events like DELAC and Parent Cafés successfully foster strong family connections, we recognize the need to further expand family engagement, particularly by ensuring we host all planned support meetings for families of Long-Term English Learners (LTELs) moving forward. Overall, these focused instructional strategies and staffing additions are making a powerful, positive impact on student success, and we will continue refining our interventions to help even more students

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.

Through a cycle of continuous improvement involving data analysis and stakeholder consultation (including parent advisory groups and union leadership), the district has determined that the existing LCAP goals and actions remain the most effective path forward. As such, no substantive changes have been made to the planned targets or metrics for the next cycle.

Furthermore, the district is implementing a concerted instructional shift regarding English Language Development (ELD). To ensure academic rigor and equity, ELD is being codified as core instruction rather than a supplemental intervention, a distinction critical to our student success model.

Action 3.2 REVISED: The action was revised to strengthen the focus on teacher capacity-building rather than direct student task distribution. Reflection indicated that the most effective way to improve outcomes is for teachers to deeply understand ELPAC and Alternate ELPAC task types themselves, so they can design and deliver aligned instruction. By engaging educators directly with authentic assessment tasks,

teachers are better equipped to embed language supports into daily instruction and prepare students for proficiency through consistent, classroom-based practice.

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	(Previous action item - Sunsetted) 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 (Revised Action Items for 25-26) Increase the 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.	$15,000.00	Yes
3.2	Professional Development	(Previous action item - Sunsetted) All teachers will receive professional development on English Language Proficiency Assessments for California (ELPAC) tasks, results, and understanding of instructional implications (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 (Action REVISED for 2026-27) The ELD Coordinator will continue to collaborate with Education Specialists to provide professional learning on dually identified learners, including understanding and using ELD Connectors, developing Criterion 3 reclassification criteria for students who	$0.00	No

Action #	Title	Description	Total Funds	Contributing
		take the Alternate Assessments, and strengthening teacher capacity to use ELD standards and/or Connectors to develop linguistically appropriate goals. This work is designed to ensure that dually identified students are supported to achieve proficiency or fluency on the ELPAC and the Alternate ELPAC. Professional learning will include hands-on teacher engagement with actual ELPAC and Alternate ELPAC task types, as well as the development of classroom-ready, ELPAC-aligned practice activities for students to strengthen instruction and support language development in authentic learning contexts.		
3.3	Family Engagement	(Previous Action Item- Sunsetted) Provide learning opportunities for families of English Language Learners through parent education, governance committees, and social events (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 students' 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.	$160,000.00	Yes
3.4	Family Engagement	(Previous Action Item- Sunsetted) Provide learning opportunities and support specifically for families that have students identified as Long Term EL Learners twice a year (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.	$5,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
3.5	Staffing	(Previous Action Item - Sunsetted) MPCSD will provide additional intervention support resources/staff to those school sites that have students with unfinished learning. This additional support will allow these schools to provide target academic interventions and smaller class sizes to accelerate learning and address student needs. *EL support 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. (Revised Action Items for 25-26) Provide additional ELD specialists 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.	$1,400,000.00	Yes
3.6	Professional Development	(New Action Item) Provide professional learning on the OPTEL 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
3.7	Sense of Belonging	(New Action Item) Continue to understand the experience of EL students in the MPCSD school system by engaging practices, with a lens towards empathy (which emphasizes 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	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. Quantitative data Panorama Survey questions "How pleasant or unpleasant is the physical space at your school?" & "How positive or negative is the feeling/vibe at your school?" Qualitative data collection may include student focal groups, work samples, & educational partner feedback as evidence of progress 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)	Broad Goal

State Priorities addressed by this goal.

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

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 the usage of the	2024-25 This is a new metric, and the baseline will be available in 2025	Metric Removed	Metric Removed	2026-27 This is a new metric, and the target outcome will	0

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	elementary schools' science lab "How often do you use the science lab at your elementary school?"				be available in 2025	
4.2	Percentage of members on the Student body and site council rating the overall experience favorably "How would you rate your overall experience and involvement with the student body and site council activities this school year?"	2024-25 This is a new metric, and the baseline will be available in 2025	Metric Removed	Metric Removed	2026-27 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 "How pleasant or unpleasant is the physical space at your school?"	2024-25 This is a new metric, and the baseline will be available in 2025	2024-25 Students Reporting Favorably "How pleasant or unpleasant is the physical space at your school?" 3-5: (N-791) 82% 6-8: (N-759) 69%	2025-26 Students Reporting Favorably "How pleasant or unpleasant is the physical space at your school?" 3-5: (N-808) 78% 6-8: (N-754) 60%	2026-27 Students Reporting Favorably "How pleasant or unpleasant is the physical space at your school?" 3-5: (N-x) 88% 6-8: (N-x) 75%	Students Reporting Favorably "How pleasant or unpleasant is the physical space at your school?" 3-5: -4% 6-8: -9%
4.4	Number of facilities meeting "Good Repair" status aligned with the School Accountability Report Card (SARC)	2024-25 2022-23 (SARC Reports always report on the previous year) All five facilities met the "Good Repair" status aligned with the School Accountability Report Card (SARC)	2024-25 2023-24 (SARC Reports always report on the previous year) All five facilities met the "Good Repair" status aligned with the	2025-26 2024-25 (SARC Reports always report on the previous year) All five facilities met the "Good Repair" status aligned with the	2026-27 2025-26 (SARC Reports always report on the previous year) All five facilities will meet the "Good Repair" status aligned with the	0

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			School Accountability Report Card (SARC)	School Accountability Report Card (SARC)	School Accountability Report Card (SARC)	

Goal Analysis [2025-26]

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.

Overall, implementation of Goal 4, creating inspiring and engaging learning environments, is in progress, with some variation across sites. The district has prioritized expanding hands-on, experiential STEM learning opportunities and enhancing the physical environment to reflect student identity and learning. While many planned actions are underway, differences in site-level systems and logistical challenges have affected the pace and consistency of implementation.

For Action 4.1, efforts to increase access to STEM labs are progressing. One of the three elementary schools has established a clear and effective system that allows students to regularly access and use the STEM lab. At the other two elementary sites, implementation has been more challenging, particularly in developing consistent structures and schedules to ensure equitable student access. Addressing these challenges will be a focus moving forward.

For Action 4.2, schools are working toward incorporating murals and other visual elements that reflect student voice and create a more vibrant campus environment. For example, Hillview recently hosted an artist to create a student-informed mural, inspired by over 200 student submissions and funded by the PTO. This mural is part of a broader effort to bring multiple murals to campus, highlighting student voice, creativity, and school pride.

For Action 4.3, efforts to make student learning visible across campuses are still in the early planning stages. Schools are beginning to explore strategies for showcasing student work in meaningful and consistent ways.

Key challenges include coordinating site-level systems, ensuring equitable access to shared spaces like STEM labs, and aligning timelines and resources. At the same time, successes include increased attention to hands-on learning and early steps toward creating more engaging and student-centered environments. Overall, the work is moving forward, with a clear focus on strengthening implementation and consistency across all sites.

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.

The following provides an explanation of differences between budgeted and estimated actual expenditures, as well as any variances in planned versus actual percentages of improved services.

Action 4.1 Experiential Learning-The estimated cost for this action was $5,000. The actual cost was $0. The material difference is that our school's STEM labs received donated materials.
Action 4.2 Environmental Sustainability-The estimated cost for this action was $0. The actual cost was $0. No material differences in cost.
Action 4.3 Parent Involvement-The estimated cost for this action was $5,000. The actual cost was $0. The material difference is due to the fact that we did not host a learning walk this year, as our team members have been deeply involved in bond projects.

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

Progress toward Goal 4 has been gradual, and it has been challenging to consistently move all actions forward as originally planned. While implementation efforts have not always been cohesive across sites, there have been small but meaningful improvements over time. Efforts to expand experiential learning in STEM labs have increased student access, though implementation varies by site and has not yet reached full effectiveness. Similarly, initial steps toward incorporating physical art and nature on campuses are underway, with some visible progress, but much of this work remains in development or dependent on future funding. Making learning visible in the school environment remains an area of exploration, with limited implementation to date. Overall, while the actions have not yet fully achieved the intended level of impact, they are contributing to incremental progress. Ongoing challenges, including coordination, prioritization, and resource allocation, have slowed implementation, but the district is beginning to see early signs of improvement and will continue refining efforts to strengthen its impact on student engagement, inclusion, and school climate.

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.

No changes have been made to the planned Goal 4, its metrics, target outcomes, or actions for the coming year. Efforts will continue to focus on creating inspiring and engaging school environments through expanded hands-on learning in STEM labs, the addition of physical art and nature on campuses, and strategies to make student learning visible. While some sites have faced challenges in fully implementing these actions, the district remains committed to refining strategies and strengthening implementation to support student engagement, inclusion, and school pride.

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	$0.00	No

Action #	Title	Description	Total Funds	Contributing
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	$0.00	No

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2026-27]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$$903,206	$0

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
2.977%	0.000%	$0.00	2.977%

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
3.1	**Action:** Professional Development **Need:** 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	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	Decrease the number of Long Term EL Learners (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
	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 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. **Scope:** LEA-wide	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 students remain classified as ELs and ensures more equitable outcomes across the district. Saunders, W. M., & 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.	
3.3	**Action:** Family Engagement **Need:** 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	MPCSD is dedicated to ensuring that all families, particularly those of English learners, feel welcomed, informed, and empowered. To achieve this, we host several districtwide initiatives, including our "Welcome Back" event, DELAC, site-level ELACs, the LCAP Advisory, and Parent Café gatherings. These platforms provide families with the tools to support academic success while	Increase the percentage of EL parents reporting awareness of their child's progress in learning English on the annual survey. (Metric 3.3)

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
	home-school connection. When parents understand the process and its benefits, they are more likely to support and encourage their children's language development at home. Through our existing Parent Cafe and DELAC, our family engagement coordinator will provide training and support. **Scope:** LEA-wide	offering a vital voice in shaping district priorities. This commitment responds directly to feedback from families who have identified language barriers as a challenge; by providing targeted support, we ensure every parent can navigate our school system with confidence. 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. 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. MPCSD feels that these funds are the most effective when used to have the family engagement program.	
3.4	**Action:** Family Engagement **Need:** 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.	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	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
	When parents understand the process and its benefits, they are more likely to support and encourage their children's language development at home. Through our existing Parent Cafe and DELAC, our family engagement coordinator will provide training and support. **Scope:** LEA-wide	on at least one idea that addresses a challenge affecting student learning or motivation. This action is provided on an LEA-wide basis to ensure that every family of a Long-Term English 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. 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. 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	

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
		outcomes for English Learners in a focused and sustainable way. Research: National Library of Medicine	
3.5	**Action:** Staffing **Need:** 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. **Scope:** Schoolwide	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. Because of the larger caseloads, 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. 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. 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.	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
		It allows us to provide more personalized, high-quality support that helps students grow in both their language skills and academic achievement, while also benefiting the broader school community. These are the most effective use of funds because they support the largest segments of our districts' multilingual student groups.	

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
3.6	**Action:** Professional Development **Need:** Our needs assessment is grounded in a systematic, ongoing process of analyzing student data in collaboration with various educational partners, including administrators, teachers, and program staff. This process includes reviewing ELPAC results, local assessments, and other student outcome data to determine areas of need, identify root causes, and develop targeted LCAP actions. Through this analysis, MPCSD continues to observe persistent academic discrepancies between English Learners, including students who have been reclassified (RFEP), and their English-speaking peers, indicating the need for continued focused support.	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.	Reclassification Rate (Metric #3.5)

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Since April 2023, MPCSD has intentionally refined its reclassification criteria to reduce barriers and create more meaningful and equitable opportunities for English Learners to be reclassified as Fluent English Proficient (RFEP). Despite this shift and ongoing efforts, only 15% of eligible EL students were reclassified this year. While this reflects some progress, it also highlights that outcomes still do not fully reflect the language growth and academic readiness demonstrated by many students in classroom settings. One significant improvement has been the adoption of the California Department of Education's Observation Protocol for Teachers of English Learners (OPTEL) to strengthen Criterion #2, which focuses on teacher evaluation of English proficiency. This change reflects our understanding that standardized assessments alone do not fully capture a student's language development. OPTEL provides a structured framework for teachers to document observed language use during daily instruction, ensuring that professional judgment is meaningfully integrated into reclassification decisions. These refinements support a more comprehensive and equitable system for determining when students are ready to exit English Learner services. They are also directly informed by our data analysis process and educational partner feedback, reinforcing our commitment to ensuring that student	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.	

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	strengths are accurately recognized and progress is appropriately honored. **Scope:** Limited to Unduplicated Student Group(s)		
3.7	**Action:** Sense of Belonging **Need:** Based on the LEA's needs assessment, which included empathy interviews and student belonging data, English Learners demonstrate unique needs related to both academic access and sense of belonging that are not fully explained by quantitative data alone. Empathy interviews with students indicate that English Learners feel safest and most welcome at school when they have strong peer relationships, supportive friendships, and adults they trust. Students consistently identified caring, kind, and supportive teachers as a primary factor in feeling safe and included, highlighting the importance of relational trust and consistent adult support in their school experience. However, the same data also surfaced barriers to belonging, including interpersonal conflict with peers, moments of social exclusion, and, in some cases, a sense of stagnation or lack of novelty in school experiences, suggesting that engagement and peer dynamics can directly impact students' sense of belonging and connection.	This action is designed to directly address the identified needs of English Learners by intentionally strengthening educators' understanding of students' lived experiences, particularly the barriers that impact both belonging and academic growth. Based on student belonging data and empathy interview findings, English Learners continue to experience a persistent discrepancy in outcomes when compared to their peers, along with a decline in belonging at the secondary level. These findings indicate a need for more intentional, relationship-centered, and responsive instructional practices that support both language development and literacy growth. To address these needs, teachers will engage in structured empathy-based and instructional practices designed to better understand and respond to the whole child. These include empathy interviews with students, student shadowing to observe learning experiences in real time, and collaboration with ELD specialists who meet regularly with classroom teachers to discuss students' strengths, needs, and supports beyond language acquisition. Teachers will also use the Observation Protocol for Teachers of English Learners (OPTEL) to more accurately assess English language proficiency through classroom-based evidence, ensuring that instructional	Growth in English language proficiency (e.g., ELPAC progress) Improvement in literacy benchmarks (e.g., foundational skills, reading levels)

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Belonging data further reinforces these findings. While English Learners report relatively high levels of belonging in elementary grades (85% in 2026 for grades 3-5), this sense of belonging declines in secondary grades (73% in 2026 for grades 6-8). Additionally, RFEP students show an even greater decline in belonging at the secondary level (65% in 2026), indicating that challenges persist beyond reclassification and that language status alone does not eliminate barriers to connection, engagement, and inclusion. These findings point to a unique need among English Learners for intentionally designed practices that strengthen peer relationships, deepen adult-student connections, and ensure sustained engagement as students progress through grade levels. Without intentionally eliciting student voice through empathy-based practices, these barriers to belonging and engagement may remain underidentified. As a result, this action is needed to systematically engage in empathy-based inquiry to better understand the lived experiences of English Learners, uncover hidden barriers to belonging and learning, and translate those insights into high-leverage instructional and relational practices. This ensures that unduplicated pupils receive responsive supports that strengthen engagement, access, and long-term belonging within the school system.	decisions reflect both formal data and observed language use. In addition, educators will provide targeted academic and language interventions and use restorative practices such as community-building circles to strengthen peer relationships and classroom belonging. These approaches are designed to improve both relational trust and instructional access for English Learners across all settings. This action is implemented at the LEA-wide and school-wide levels because English Learners are served across all schools and classrooms. Building collective educator capacity ensures consistent, equitable, and inclusive practices that support unduplicated pupils system-wide. By strengthening empathy-driven instructional practices and improving adults' understanding of students' experiences, this action is expected to increase students’ sense of belonging, which research and local data indicate is directly linked to improved engagement, language development, and literacy outcomes.	

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Scope: Limited to Unduplicated Student Group(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.

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.

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

2026-27 Total Planned 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	$30,334,947	$903,206	2.977%	0.000%	2.977%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$1,549,550.00	$315,000.00	$245,967.00	$103,883.00	$2,214,400.00	$1,620,000.00	$594,400.00

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	2026-2027	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	
1	1.2	Chronic Absenteeism	All Students with Disabilities EL, Hispanic, Pacific Islander, SWD, Two or More Races	No			All Schools Specific Schools: Encinal, Laurel, Oak Knoll, Hillview TK-8	2026-27	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	
1	1.3	Social & Emotional Learning	All Students with Disabilities AA, EL, Hispanic, Pacific Islander, SWD, or SED	No			All Schools Specific Schools: Encinal, Laurel, Oak Knoll, Hillview TK-8	2026-27	$0.00	$16,197.00		$0.00	$16,197.00	$0.00	$16,197.00	
1	1.4	Special Education Inclusion	Students with Disabilities	No			All Schools Specific Schools: Encinal, Laurel, Oak Knoll, Hillview TK-8	2026-27	$0.00	$13,550.00	$13,550.00	$0.00	$0.00	$0.00	$13,550.00	
1	1.5	Curriculum	All Students with Disabilities AA, EL, Hispanic, Pacific Islander, SWD, or SED	No			All Schools Specific Schools: Encinal, Laurel, Oak Knoll, Hillview TK-8	2026-27	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	
1	1.6	Engagement	All Students with Disabilities	No			All Schools Specific	2026-27	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	

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
			AA, EL, Hispanic, Pacific Islander, SWD, or SED				Schools: Encinal, Laurel, Oak Knoll, Hillview TK-8									
1	**1.7**	Professional Development	All	No			All Schools Specific Schools: Encinal, Laurel, Oak Knoll, Hillview K-5	2026-27	$0.00	$13,770.00			$13,770.00		$13,770.00	
1	**1.8**	Engagement	Students with Disabilities AA, EL, Hispanic, Pacific Islander, SWD, or SED Tinsely	No			All Schools Specific Schools: Encinal, Laurel, Oak Knoll, Hillview TK-8	2026-27	$5,000.00	$0.00	$0.00	$0.00	$5,000.00	$0.00	$5,000.00	
1	**1.9**	Engagement	Students with Disabilities Tinsley Students	No			All Schools Specific Schools: Encinal, Laurel, Oak Knoll, Hillview TK-8	2026-2027	$1,000.00	$0.00	$1,000.00	$0.00	$0.00	$0.00	$1,000.00	
1	**1.10**	Engagement	All	No			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 Encinal, Laurel, Oak Knoll	No			All Schools Specific Schools: Encinal, Laurel, Oak Knoll K-5	2026-27	$5,000.00	$40,000.00	$0.00	$0.00	$45,000.00	$0.00	$45,000.00	
2	**2.2**	Curriculum	All Students with Disabilities	No			All Schools Specific Schools: Encinal, Laurel, Oak Knoll, Hillview K-8	2026-27	$22,000.00	$300,000.00	$0.00	$300,000.00	$22,000.00	$0.00	$322,000.00	
2	**2.3**	Professional Development	All Students with Disabilities	No			All Schools Specific Schools:	2026-27	$0.00	$130,000.00	$0.00	$0.00	$130,000.00	$0.00	$130,000.00	

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
							Encinal, Laurel, Oak Knoll, Hillview K-8									
2	**2.4**	Professional Development	All Students with Disabilities	No			All Schools Specific Schools: Encinal, Laurel, Oak Knoll, Hillview K-8	2026-27	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	
2	**2.5**	Data and Assessment	All Students with Disabilities	No			All Schools Specific Schools: Encinal, Laurel, Oak Knoll, Hillview 3-8	2026-27	$0.00	$14,000.00	$0.00	$0.00	$14,000.00	$0.00	$14,000.00	
2	**2.6**	Professional Development	All Students with Disabilities	No			All Schools Specific Schools: Encinal, Laurel, Oak Knoll, Hillview TK-8	2026-27	$20,000.00	$0.00	$0.00	$0.00	$0.00	$20,000.00	$20,000.00	
2	**2.7**	Data and Assessment	All Students with Disabilities	No			All Schools Specific Schools: Encinal, Laurel, Oak Knoll, Hillview TK-8	2026-27	$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 AA, EL, Hispanic, Pacific Islander, SWD, SED	No			All Schools Specific Schools: Encinal, Laurel, Oak Knoll	2025-26	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	
2	**2.9**	Learning Recovery Emergency Block Grant	All Students with Disabilities English Language Learners, Dually Identified, and Socioeconomically Disadvantaged students	No			All Schools Rising K-7	2026-27	$0.00	$38,883.00	$0.00	$0.00	$0.00	$38,883.00	$38,883.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
3	**3.1**	Professional Development	English Learners	Yes	LEA-wide	English Learners	All Schools Specific Schools: Encinal, Laurel, Oak Knoll, Hillview TK-8	2026-27	$10,000.00	$5,000.00	$0.00	$15,000.00	$0.00	$0.00	$15,000.00	
3	**3.2**	Professional Development	Students with Disabilities Multilingual Learners	No			All Schools	2026-27	$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	2026-27	$152,000.00	$8,000.00	$160,000.00	$0.00	$0.00	$0.00	$160,000.00	
3	**3.4**	Family Engagement	English Learners	Yes	LEA-wide	English Learners	All Schools	2026-27	$5,000.00	$0.00	$5,000.00	$0.00	$0.00	$0.00	$5,000.00	
3	**3.5**	Staffing	English Learners	Yes	Schoolwide	English Learners	All Schools Specific Schools: Encinal and Laurel TK-5	2026-27	$1,400,000.00	$0.00	$1,355,000.00	$0.00	$0.00	$45,000.00	$1,400,000.00	
3	**3.6**	Professional Development	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools 3-5, 6-8 Grades	2026-27	$0.00	$10,000.00	$10,000.00	$0.00	$0.00	$0.00	$10,000.00	
3	**3.7**	Sense of Belonging	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	2026-27	$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	2026-27	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	
4	**4.2**	Environmental Sustainability	All	No			All Schools Specific Schools: Encinal, Laurel,	2026-27	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	

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
							Oak Knoll, Hillview TK-8									
4	**4.3**	Parent Involvement	All	No			All Schools Specific Schools: Encinal, Laurel, Oak Knoll, Hillview TK-8	2026-27	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	

2026-27 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
$30,334,947	$903,206	2.977%	0.000%	2.977%	$1,530,000.00	0.000%	5.044 %	**Total:**	$1,530,000.00
								LEA-wide Total:	$165,000.00
								Limited Total:	$10,000.00
								Schoolwide Total:	$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 (%)
3	**3.1**	Professional Development	Yes	LEA-wide	English Learners	All Schools Specific Schools: Encinal, Laurel, Oak Knoll, Hillview TK-8	$0.00	
3	**3.3**	Family Engagement	Yes	LEA-wide	English Learners	All Schools	$160,000.00	
3	**3.4**	Family Engagement	Yes	LEA-wide	English Learners	All Schools	$5,000.00	
3	**3.5**	Staffing	Yes	Schoolwide	English Learners	All Schools Specific Schools: Encinal and Laurel TK-5	$1,355,000.00	
3	**3.6**	Professional Development	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools 3-5, 6-8 Grades	$10,000.00	
3	**3.7**	Sense of Belonging	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$0.00	

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$1,865,500.00	$1,883,803.34

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	$13,250.50
1	**1.4**	Special Education Inclusion	No	$5,000.00	$1,779.91
1	**1.5**	Curriculum	No	$30,000.00	$15,271.27
1	**1.6**	Engagement	No	$5,000.00	$0.00
1	**1.7**	Professional Development	No	$12,000.00	$27,540.00
1	**1.8**	Engagement	No	$7,000.00	$6,344.59
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	No	$0.00	$0.00
2	2.1	Curriculum	No	$45,000.00	$44,435.42
2	2.2	Curriculum	No	$20,000.00	$21,424.88
2	2.3	Professional Development	No	$15,000.00	$25,664.00
2	2.4	Professional Development	No	$30,000.00	$31,712.43
2	2.5	Data and Assessment	No	$1,500.00	$0.00
2	2.6	Professional Development	No	$80,000.00	$82,245.01
2	2.7	Data and Assessment	No	$5,000.00	$0.00
2	2.8	Course Access	No	$0.00	$0.00
3	3.1	Professional Development	Yes	$5,000.00	$5,904.13
3	3.2	Professional Development	No	$0.00	$0.00
3	3.3	Family Engagement	Yes	$150,000.00	$155,693.07
3	3.4	Family Engagement	Yes	$20,000.00	$10,952.89

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)
			Yes		
			Yes		
			No		
			No		
			No		
			No		

2025-26 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)
$834,198	$1,540,000.00	$1,614,135.33	($74,135.33)	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)
3	3.1	Professional Development	Yes	$5,000.00	$5,904.13		
3	3.3	Family Engagement	Yes	$150,000.00	$155,693.07		
3	3.4	Family Engagement	Yes	$20,000.00	$10,952.89		
3	3.5	Staffing	Yes	$1,355,000.00	$1,432,846.00		
3	3.6	Professional Development	Yes	$10,000.00	$8,739.24		

2025-26 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)
$27,919,205	$834,198	0%	2.988%	$1,614,135.33	0.000%	5.781%	$0.00	0.000%

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

Introduction and Instructions

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

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

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (California Education Code [EC] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.

- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (EC Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.

- **Accountability and Compliance:** The LCAP serves an important accountability function because the nature of some LCAP template sections require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:

    - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, including long-term English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC Section 52064[b][4-6]).

    - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC sections 52064[b][1] and [2]).

        - **NOTE:** As specified in EC Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to EC Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, EC

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

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

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

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

The revised LCAP template for the 2024–25, 2025–26, and 2026–27 school years reflects statutory changes made through Senate Bill 114 (Committee on Budget and Fiscal Review), Chapter 48, Statutes of 2023 and Senate Bill 153, Chapter 38, Statues 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 2026-27, 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 32627(d), to provide the information identified above or to include actions funded with LREBG funds within the 2026-27, 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 #

- Enter the metric number.

Metric

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

Baseline

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

Year 1 Outcome

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

Year 2 Outcome

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

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

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 32627(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:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

- For each action with an identified Planned Percentage of Improved Services, identify the goal and action number and describe the methodology that was used.

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

- An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.

- Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.

- An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as a single-school LEA or an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.

- In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.
    - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.
    - The staff-to-student ratio must be based on the number of full-time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.
- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.
    - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.
    - The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

Action Tables

Complete the Total Planned Expenditures Table for each action in the LCAP. The information entered into this table will automatically populate the other Action Tables. Information is only entered into the Total Planned Expenditures Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover Table. The word “input” has been added to column headers to aid in identifying the column(s) where information will be entered. Information is not entered on the remaining Action tables.

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

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

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

Total Planned Expenditures Table

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

- **LCAP Year**: Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant**: Provide the total amount estimated LCFF entitlement for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs.

  See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.
- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 *CCR* Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover —

Percentage. ***This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.***

- **Goal #**: Enter the LCAP Goal number for the action.
- **Action #**: Enter the action's number as indicated in the LCAP Goal.
- **Action Title**: Provide a title of the action.
- **Student Group(s)**: Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.
- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services requirement; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services requirement.
- If "Yes" is entered into the Contributing column, then complete the following columns:
    - **Scope**: The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
    - **Unduplicated Student Group(s)**: Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
    - **Location**: Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools." If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans." Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.
- **Time Span**: Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year," or "2 Years," or "6 Months."
- **Total Personnel**: Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel**: This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.

- **LCFF Funds**: Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
    - **Note:** For an action to contribute towards meeting the increased or improved services requirement, it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds**: Enter the total amount of Other State Funds utilized to implement this action, if any.
    - **Note:** Equity Multiplier funds must be included in the "Other State Funds" category, not in the "LCFF Funds" category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA's LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.
- **Local Funds**: Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds**: Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds**: This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services**: For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.
    - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant**: Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program,

the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 *CCR* Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

Calculations in the Action Tables

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

Contributing Actions Table

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
    - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column.
- **5. Total Planned Percentage of Improved Services**
    - This percentage is the total of the Planned Percentage of Improved Services column.
- **Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)**
    - This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

Contributing Actions Annual Update Table

Pursuant to *EC* Section 42238.07(c)(2), if the Total Planned Contributing Expenditures (4) is less than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the LEA is required to calculate the difference between the Total Planned Percentage of Improved Services (5) and the Total Estimated Actual Percentage of Improved Services (7). If the Total Planned Contributing Expenditures (4) is equal to or greater than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the Difference Between Planned and Estimated Actual Percentage of Improved Services will display “Not Required.”

- **6. Estimated Actual LCFF Supplemental and Concentration Grants**

- This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on 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).

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