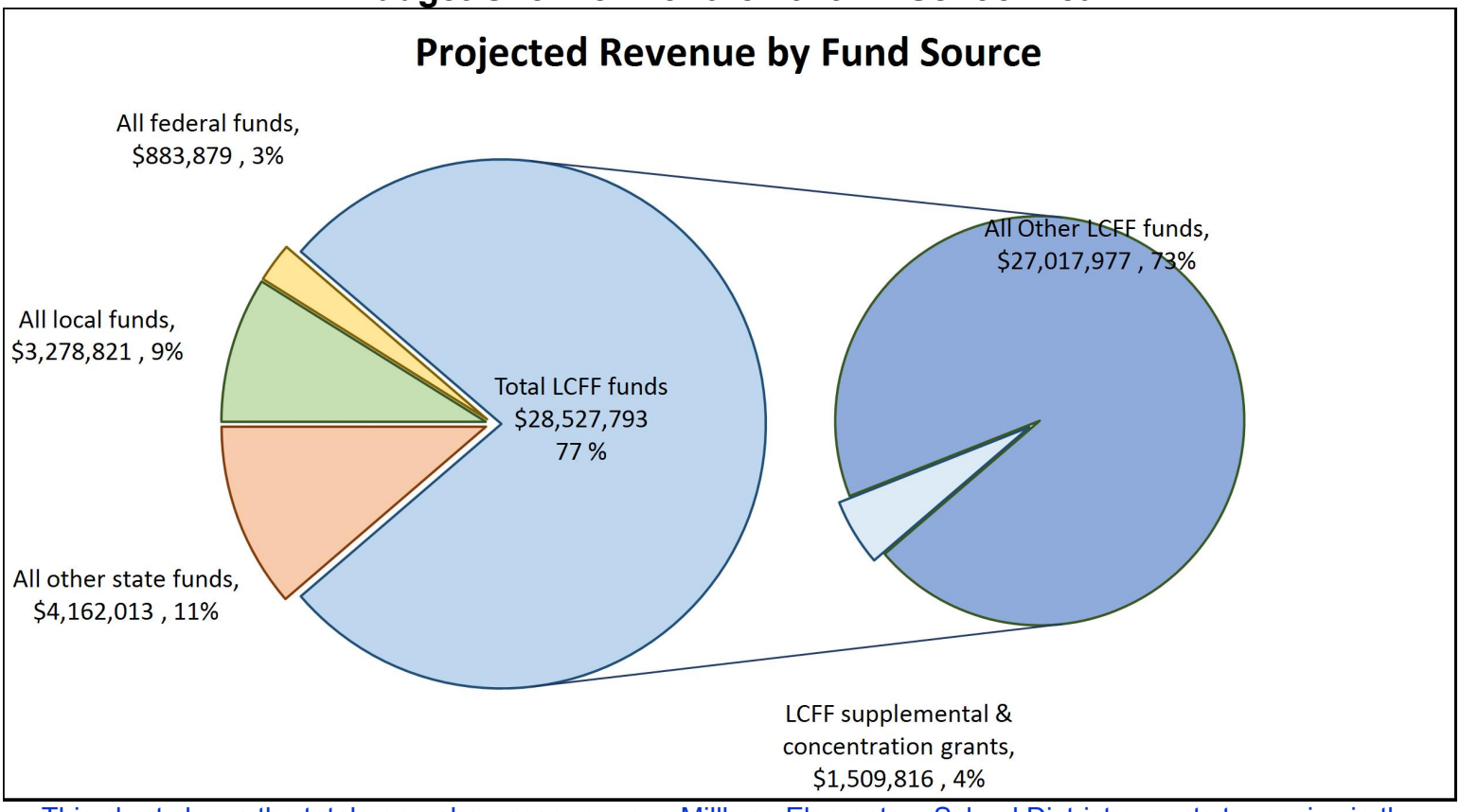
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Millbrae Elementary School District
CDS Code: 41689730000000
School Year: 2026-27
LEA contact information:
Catherine Waslif
Director of Educational Services
cwaslif@millbraesd.org
(650) 697-5693

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

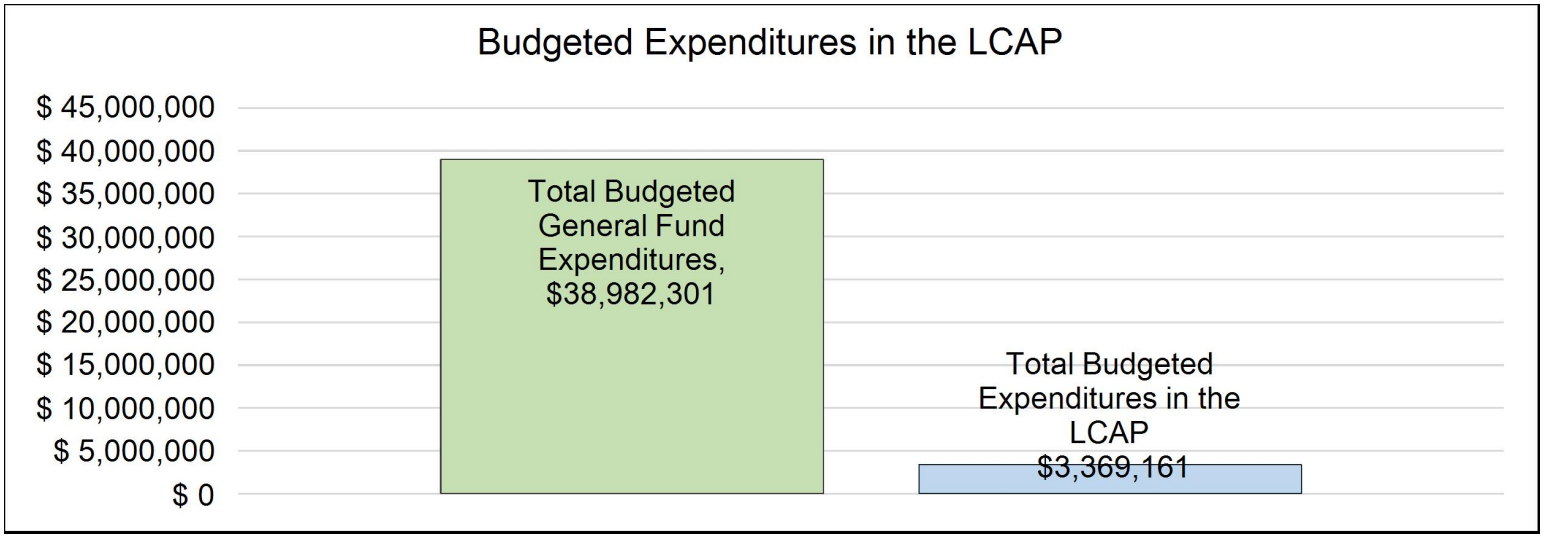


This chart shows the total general purpose revenue Millbrae Elementary School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Millbrae Elementary School District is $36,852,506, of which $28527793 is Local Control Funding Formula (LCFF), $4,162,013.00 is other state funds, $3,278,821.00 is local funds, and $883,879.00 is federal funds. Of the $28527793 in LCFF Funds, $1509816 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 Millbrae 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: Millbrae Elementary School District plans to spend $38982301 for the 2026-27 school year. Of that amount, $3369161 is tied to actions/services in the LCAP and $35,613,140 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

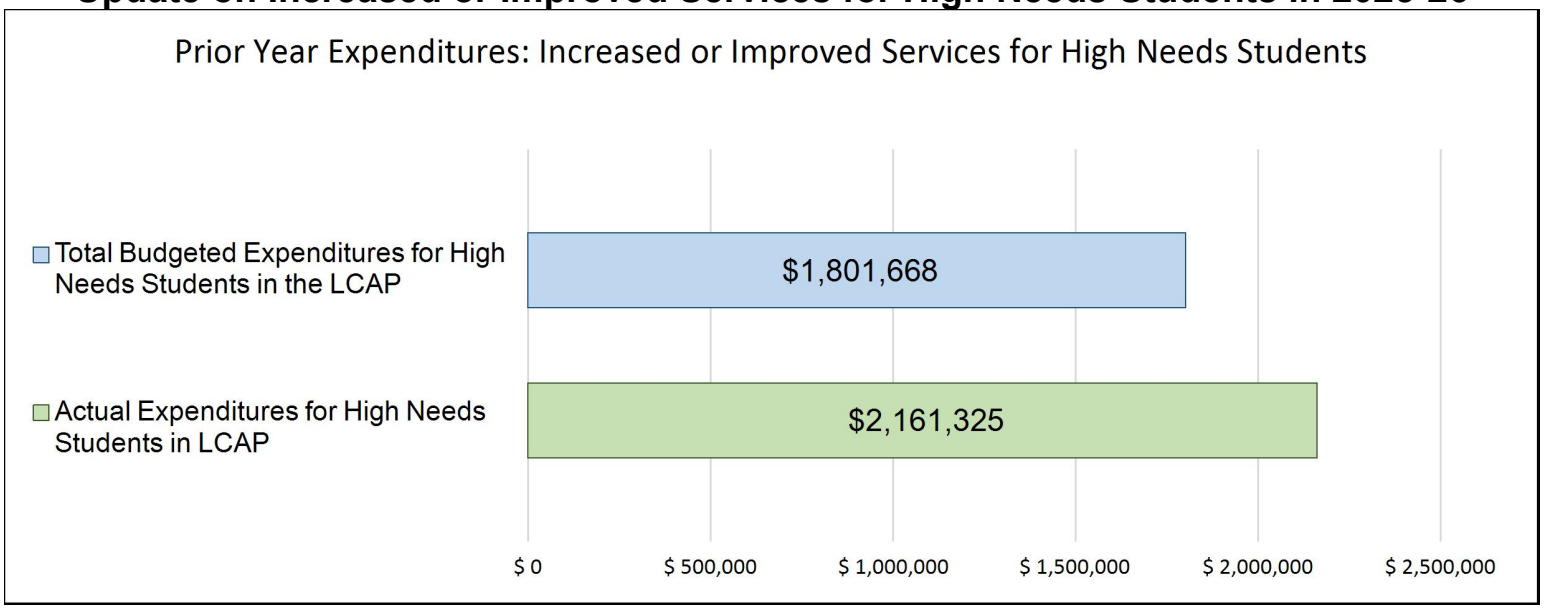
The total budgeted expenditures that are not included in the LCAP are such as base salaries and statutory benefits, and additional para professional contractors.

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

In 2026-27, Millbrae Elementary School District is projecting it will receive $1509816 based on the enrollment of Foster Youth, English learner, and low-income students. Millbrae Elementary School District must describe how it intends to increase or improve services for high needs students in the LCAP. Millbrae Elementary School District plans to spend $1767835 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 Millbrae 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 Millbrae 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, Millbrae Elementary School District's LCAP budgeted $1801668 for planned actions to increase or improve services for high needs students. Millbrae Elementary School District actually spent $2161325 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
Millbrae Elementary School District	Catherine Waslif Director of Educational Services	cwaslif@millbraesd.org (650) 697-5693

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.

About Millbrae Elementary School District (MESD)

Millbrae Elementary School District (MESD) is a Transitional Kindergarten through 8th-grade district located in northern San Mateo County, serving approximately 2,107 students. The district is composed of four elementary schools—Green Hills, Lomita Park, Meadows, and Spring Valley—all of which feed into Taylor Middle School.

About the City of Millbrae
Millbrae is a suburban community adjacent to San Francisco International Airport, encompassing 3.2 square miles with a population of approximately 22,000. The local economy includes a robust mix of retail, restaurants, service businesses, and hotels. MESD maintains strong, active partnerships with the City of Millbrae, collaborating with the San Mateo County Sheriff's and Fire Departments, the Millbrae Library, and the Department of Parks and Recreation to enhance student safety and community programming.
Community Support
MESD is fortunate to benefit from a wide network of community support, which is integral to our students' success. This includes significant contributions and involvement from:
Millbrae Rotary and Lions Clubs
Peninsula Chinese Business Association (PCBA)
Millbrae Community Foundation

Parent-Teacher Associations/Organizations (PTA/PTO) at each school site
Millbrae Education Foundation (MEF)

Community Growth and Enrollment Trends

The Millbrae community continues to evolve with major developments such as Gateway at Millbrae Station, a mixed-use transit-oriented project that includes residential, hotel, office, and retail spaces. These community developments may influence future housing patterns and local demographics.

Transitional Kindergarten Expansion & Enrollment Trends
A key area of growth has been the expansion of Transitional Kindergarten (TK). As of the 2024–2025 school year, TK is available across all elementary sites, increasing early access to high-quality learning opportunities for Millbrae's youngest students. While early learning opportunities continue to expand, overall district enrollment is projected to gradually decline over the next five years based on current demographic trends and enrollment forecasts. This trend underscores the importance of long-range planning, fiscal stewardship, and continued investment in programs that attract and retain families. The district continues to monitor these projections closely while remaining focused on maintaining fiscal stability and high-quality instruction.

Student Demographics (As of Spring 2026)

Enrollment 2,161

English Language Learners
402 (19.1))
Foster Youth
4 (0.2%)
Homeless
13 (0.6%)
Socioeconomically Disadvantaged
430 (20.4%)
Students with Disabilities
183 (8.7%)

Our student body is diverse and dynamic, with data derived from our California Dashboard

Race/Ethnicity
Total Percentage

African American
10 (0.5%)

American Indian
1 (0%)

Asian
988 (46.9%)

Filipino
149 (7.1%)

Hispanic
456 (21.6%)

Two or More Races
202 (9.6%)

Pacific Islander
36 (1.7%)

White
255 (12.1%)

School Enrollment
Socioeconomically Disadvantaged
English Learners
Foster Youth

Lomita Park Elementary
277
38.3%
40.1%
.4%

Meadows Elementary
360
15.6%
16.9%
0%

Green Hills Elementary
338
15.4%
20.7%
0%

Spring Valley Elementary
375
18.1%
19.2%
0

Taylor Middle School
756
19.4%
11.6%
.4%

Funding and Financial Support
MESD is primarily funded through the Local Control Funding Formula (LCFF), which is tied to Average Daily Attendance (ADA). Maintaining high attendance rates remains a top district priority to maximize resources for our classrooms.
In a significant show of community support, the Measure A Parcel Tax was recently approved, generating over $900,000 annually for the next nine years. This funding is critical for protecting core academic programs and retaining high-quality staff. Furthermore: Millbrae Education Foundation (MEF): Funds elementary physical education and the middle school music program.
PCBA: Contributed over $50,000 to bolster the STEAM program at Lomita Park.

Academic Performance and District Priorities
According to the latest California School Dashboard, MESD continues to perform in the "High" (Green) range for both English Language Arts and Mathematics. However, we remain deeply committed to closing persistent achievement gaps:
Students with Disabilities currently perform in the "Very Low" range.
Hispanic and Socioeconomically Disadvantaged student groups perform in the "Low" range.
Addressing these disparities through targeted interventions and inclusive practices is a central pillar of our strategic goals. Beyond academics, MESD emphasizes Social-Emotional Learning (SEL). Each site is staffed with dedicated counselors and utilizes evidence-based SEL programs to support the "whole child" and ensure a safe, engaging learning environment.

Vision and Mission
Our 2026 LCAP goals are anchored by a student-centered vision:

Nurturing Emotional Intelligence: Supporting the mental health and well-being of every student.
Fostering a Passion for Learning: Creating curious, life-long learners.
Innovative Learning Environments: Utilizing technology and modern spaces to inspire.
Real-World Connections: Ensuring learning is relevant and applicable beyond the classroom.

Reflections: Annual Performance

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

As Millbrae Elementary School District enters the 2026–2027 school year, the district reflects on the work completed to develop a more focused, data-driven Local Control and Accountability Plan (LCAP). The district remains committed to improving student outcomes, addressing equity gaps, and aligning fiscal resources to the most impactful strategies.

The district-level LCAP team, formed in early 2024 and inclusive of district leadership and site administrators, continues to guide this work through ongoing collaboration, regular data review, and stakeholder engagement. A key priority has been ensuring that the LCAP remains clear, measurable, and aligned to student needs as identified through the California School Dashboard and local data sources.

Required Actions from the 2023 CA School Dashboard for Red Indicators: These include the following: 1) Schools within the LEA: Lomita Park Elementary: English Learner Progress indicator. 2) Student Groups within the LEA: Pacific Islander students for Suspension Rates, and Students with Disabilities for Math Academic Performance. 3) Student Groups within Schools in the LEA: Lomita Park Elementary: English Learner - English Learner Progress, Hispanic Students - Chronic Absenteeism. Taylor Middle School: English Language Learners -Chronic Absenteeism, and Multiple Races (two or more) - Chronic Absenteeism.

The district utilized the 2024–2025 California School Dashboard to identify areas of strength and areas requiring continued focus.Use of Data to Inform LCAP Development (2024–2025 Dashboard Results)

District-Level Progress
English Language Arts (ELA): District performance remained in the green/high status range, reflecting strong overall literacy outcomes
Suspension Rates: Improved across student groups, including Pacific Islander students, who are no longer in the red indicator
School-Level Improvement:
Lomita Park Elementary improved from two red indicators to one red student group (Socioeconomically Disadvantaged students in ELA)
Taylor Middle School improved to one remaining red indicator (Chronic Absenteeism for Students with Disabilities)
Areas of Ongoing Need
Mathematics Achievement:
Students with Disabilities continue to perform in the red indicator, indicating a need for targeted intervention and support
Chronic Absenteeism:
Chronic absenteeism remains an area of concern for specific student groups, particularly Students with Disabilities
English Learner Progress:
Continued focus is needed to improve English language acquisition and academic achievement for English Learners

These findings directly informed the refinement of the district's LCAP goals and actions.

LCAP Budget Overview and Alignment

The district continues to implement a more targeted approach to LCAP budgeting by focusing expenditures on actions and services directly aligned to LCAP goals. While staffing represents a significant portion of overall district expenditures, this approach ensures that LCAP resources are clearly tied to measurable outcomes and student needs.

Alignment to LCAP Goals (Based on Dashboard Data)
Goal 1: Reading

Given strong overall ELA performance in the green indicator, the district will continue to build on this strength by deepening early literacy instruction and ensuring consistent implementation of foundational skills across all classrooms. Early literacy screening, progress monitoring, and targeted intervention will support continued growth for all students and address subgroup needs.

Goal 2: Academic Achievement

Dashboard results identifying mathematics performance, particularly for Students with Disabilities in the red indicator, inform the district's continued focus on differentiated instruction, strengthening Tier 1 core instruction, and expanding targeted interventions. Professional Learning Teams (PLTs) and common formative assessments will continue to guide instructional decision-making.

Goal 3: Social-Emotional Learning, Attendance, and Student Engagement

Chronic absenteeism data, particularly for Students with Disabilities, informs the district's focus on improving attendance and strengthening student engagement. Actions include implementation of SEL, PBIS, and expanded opportunities to increase student connection and belonging.

Goal 4: English Language Learners

Dashboard and local data indicate a continued need to strengthen English Learner progress. The district will continue to implement integrated and designated English Language Development (ELD), monitor progress through assessments, and provide targeted supports to increase language acquisition and academic success.

Ongoing Commitment to Continuous Improvement. As our district moves forward, Millbrae Elementary School District remains committed to:

Closing opportunity gaps among student groups
Strengthening instructional coherence across sites
Improving student engagement and attendance
Ensuring equitable access to high-quality programs and supports

Through continued collaboration with staff, families, and community partners, the district will build on its progress and ensure that all students experience a supportive, engaging, and high-quality educational program.

Millbrae Elementary School District received Learning Recovery Emergency Block Grant (LREBG) in the 2025-2026 school year. We plan to conduct a comprehensive needs assessment this school year and incorporate the findings into our 2027–2028 LCAP.

Reflections: Technical Assistance

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

N/A

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.

N/A

Support for Identified Schools

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

N/A

Monitoring and Evaluating Effectiveness

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

N/A

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
MESD Parent Community - District LCAP Advisory Committee	Millbrae Elementary School District gathered input from students, families, and community members through multiple measures, including administration of a student survey and engagement through the District LCAP Advisory Committee. Student Survey & LCAP Advisory Committee Input: Student voice was collected through a district-administered student survey in January of 2026. In addition, input was gathered through the District LCAP Advisory Committee meeting on March 3, 2026. These engagement opportunities provided insight into student experiences, barriers to engagement, and access to supports, informing actions and services within the LCAP. Alignment to LCAP Priorities: Data collected from the student survey and advisory committee discussions ensured that LCAP goals and actions reflect educational partner voice. Key themes identified include: Increasing student sense of belonging and safety Strengthening Tier 1 instruction and academic rigor Enhancing intervention systems and mental health supports Monitoring Progress Over Time: The district continues to analyze student survey data across administration windows to monitor trends and measure progress. This includes identifying improvements in areas such as school connectedness and student engagement, and using this information to refine LCAP actions and services.

Educational Partner(s)	Process for Engagement
School Principals	From January through May 2026, the District engaged principals in an ongoing review of the 2026–2027 Local Control and Accountability Plan (LCAP) during weekly principal meetings. Draft goals, actions, metrics, and expenditure plans were shared and refined through collaborative dialogue at multiple meetings throughout the spring, including dedicated discussions in January, February, March, April, and May. During these sessions, site leaders examined student achievement, attendance, school climate, and program implementation data; reflected on school-specific needs and trends; and provided feedback on proposed strategies and measures of success. Principals also identified emerging priorities from their School Plan for Student Achievement (SPSA) processes and shared insights from staff and family engagement efforts at their school sites. This iterative process ensured that the LCAP was informed by both districtwide priorities and the unique needs of each school community. As a result, the 2026–2027 LCAP reflects a strong alignment between district goals, site-level planning, and the collective expertise of school leaders across Millbrae Elementary School District..
Administrators	The District LCAP Committee—comprising the Superintendent, Chief Business Officer, Director of Fiscal Services, Director of Educational and Administrative Services, Director of Special Education, and Director of Technology—meets weekly to discuss and review LCAP goals, actions, and associated expenditures.
Lomita Park Elementary School Parents & Staff	At the Lomita Park Principal Coffee on March 20, 8:30 AM and Staff Meeting on February 25, 1:30 PM the LCAP goals and strategies were discussed and parents and staff were provided opportunities to provide input. Additionally, LCAP summary was provided to SSC on March 19.
Green Hills Elementary School Parents & Staff	At the Green Hills Principal Coffee on December 5, 8:30 AM and Staff Meeting on February 11, 2:30 PM the LCAP goals and strategies were discussed and parents and staff were provided opportunities to provide input. SSC was provided an update of Goals and opportunity for feedback on November 24, 2025.

Educational Partner(s)	Process for Engagement
Spring Valley Elementary School Parents & Staff	At the Spring Valley Principal Coffee: February 6, 8:30 AM and Staff Meeting: January 7, 2:30 PM the LCAP goals and actions were discussed and all stakeholders were provided opportunities to provide input and feedback. Additionally, the SSC was provided a draft of LCAP goals on Feb. 19.
Taylor Middle School Educational Partners	At the following Taylor Middle School meetings all stakeholders were provided opportunities to provide input and feedback on all goals and actions: Staff Meeting: January 14, 2:15 PM (Taylor Library) School Site Council (SSC): December 11, 4:00 PM (Zoom) Advisory Meetings for Taylor included students, parents and staff November 24, 2:30 PM January 26, 3:30 PM March 19, 2:45 PM
Meadows Elementary School Parents & Staff	At the Meadows Principal Coffee on January 9 at 8:30 AM and Staff Meeting on March 4, 1:30 PM the LCAP goals and actions were discussed and parents were provided opportunities to provide input. Additionally, a SSC meeting was held on January 26 @ 3:30 for parents to provide feedback on LCAP goals.
Millbrae Education Association	At the monthly meeting with the teachers' bargaining unit on April 14 the LCAP goals and strategies were discussed and staff were provided opportunities to provide input.
Taylor Middle School Students	Panorama student survey administered in January of 2026, revealed areas where students felt less connected, supported, or engaged—guiding the refinement of goals related to school climate, social-emotional learning (SEL), and student engagement.
English Language Learner (DELAC)- Serving as the District's LCAP Advisory Committee (DAC)	-The District English Language Advisory Committee (DELAC) met on February 24 and March 26, 2026, to review and provide input on our Local Control and Accountability Plan (LCAP). -This Committee includes students, parents, and district admin. -During the meeting, we facilitated an interactive activity focused on the LCAP which was presented in draft form. Goal 4: English

Educational Partner(s)	Process for Engagement
	Language Learners, which was translated into Spanish to ensure full accessibility and understanding. -Parents were invited to share their perspectives and feedback. In addition to Goal 4, we also presented our other draft goals related to Reading, Academic Achievement, and Social-Emotional Learning/Attendance/Engagement, fostering a collaborative dialogue around district priorities and student needs. -District staff responded in writing to comments provided.
Teachers	During a regular staff meeting this school year (see each school above) all teachers received the opportunity to complete a feedback survey on LCAP with a focus on professional learning. -Staff responses highlighted the need for additional professional development, collaboration time, and tools to support differentiated instruction, which influenced goals around high-quality instruction and teacher support.
Classified Staff	-In April of 2026 once the draft LCAP goals were developed, all classified staff were given the opportunity to complete a feedback survey to share their input. -This was communicated through our weekly staff communication, which is sent to all employees to ensure transparency and consistent updates regarding district initiatives and planning efforts.
Board of Education	At the regular board meeting on February 17, 2026, information about the Draft goals and actions was presented to the Board of Education. -The trustees provided feedback that we incorporated when writing the LCAP. The LCAP was formally adopted by the Board of Education at the June 2, 2026 meeting.
SELPA	During the development of the Local Control and Accountability Plan (LCAP), the Special Education Department worked closely with the San Mateo County SELPA to ensure that the needs of students with disabilities were meaningfully addressed and aligned with district goals. This collaboration included regular consultations, data sharing, and strategic planning sessions to identify areas of growth and align supports with state priorities.- on the following dates: Consultation #1: February 27, 2026....Topic: Incorporating data from the Annual Determination Letter Consultation #2: March 27, 2026

Educational Partner(s)	Process for Engagement
	Families of students with disabilities were engaged in all stakeholder sessions, with the highest attendance at the parent principal coffee meetings. Each session included an open Q&A portion, allowing time to consult directly with families and address individual questions or concerns.

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

Millbrae Elementary School District engaged educational partners in the development of the 2026–2027 Local Control and Accountability Plan (LCAP) through ongoing consultation and collaboration with district departments, including the Special Education Department and the San Mateo County Special Education Local Plan Area (SELPA). The district is in the process of compiling documentation of meetings and collaboration sessions between SELPA and the Special Education Department, including dates, topics discussed, and input provided. These meetings supported alignment of special education services, review of student data, and identification of priorities related to Students with Disabilities.

Input gathered through this collaboration, along with broader educational partner feedback from staff, families, students, and community members, informed the development of LCAP goals, actions, and services, particularly in areas related to:

Academic achievement and mathematics performance for Students with Disabilities
Student engagement and chronic absenteeism
Inclusive practices and access to core instruction
Social-emotional learning and school climate

A significant outcome of this engagement process was the identification of a districtwide need for a consistent, research-based social-emotional learning (SEL) program to support LCAP Goal 3- Reducing Chronic Absenteeism and Supporting Engagement & Belonging. Based on feedback from educational partners and a comprehensive review conducted by the district's Curriculum Advisory Committee, Millbrae Elementary School District selected CharacterStrong for implementation beginning in the 2026–2027 school year. This adoption is intended to strengthen student belonging, emotional well-being, and positive school climate across all schools.

This consultation process is part of the district's broader efforts to meet state requirements to engage educational partners, including teachers, principals, administrators, other school personnel, local bargaining units, parents, and students, in the development of the LCAP.

The district will continue to collaborate with SELPA and internal departments to ensure that the needs of Students with Disabilities are reflected in ongoing LCAP implementation and continuous improvement efforts.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	The Millbrae Elementary School District will provide high-quality literacy instruction to all students. In the primary grades, students will receive literacy instruction in phonics, phonological awareness, fluency, vocabulary, and comprehension. The overall number of students achieving proficiency in reading will increase each year as measured by state and local assessments.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 3: Parental Involvement (Engagement)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

The Millbrae Elementary School District developed this goal to ensure that all students receive high-quality, consistent literacy instruction grounded in the essential components of reading—phonics, phonological awareness, fluency, vocabulary, and comprehension. This goal was established in response to the need for greater instructional coherence across sites, stronger Tier 1 core instruction, and improved reading outcomes as measured by both state and local assessments. Early literacy is foundational to success across all content areas, and strengthening these core skills was identified as a critical priority for the district.

The goal was also developed to address the needs of multilingual learners, particularly those who require additional time and support to develop English proficiency and access grade-level content. By emphasizing explicit, systematic instruction in both decoding and language comprehension, the district aims to reduce disparities in reading achievement and ensure equitable access to high-quality instruction for all students.

In Year 2 of this LCAP cycle for the 25-26 school year, the district continued to implement this goal through the adoption of mCLASS DIBELS as a universal screener in grades K–2, allowing for the establishment of a districtwide baseline and consistent progress monitoring. Data from Fall, Winter, and Spring assessment windows supported more targeted instruction, earlier identification of student needs, and more strategic intervention planning. Initial results show progress across the year, including increases in the percentage of students meeting benchmark and reductions in students identified as Well Below Benchmark.

Additionally, this goal was designed to strengthen partnerships with families by providing resources and learning opportunities to support literacy development at home. By building family capacity and fostering strong home-school connections, the district is working to create a cohesive system that supports student learning both in and out of the classroom.

Overall, this goal was developed to ensure that all students—particularly those most in need—receive the instruction, support, and opportunities necessary to become proficient readers and successful 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	Star Reading	In Spring 2024, the percentage of 2nd- 5th grade students reaching grade level proficiency in ELA at Green Hills was 82%, Lomita Park 44%, Meadows 82%, Spring Valley 75%, and Taylor 6th-8th graders proficient were 64%.	In Winter of 2025, the percentage of students reaching proficiency in ELA at Green Hills was 85%, Lomita Park 51%, Meadows 85%, Spring Valley 79%, and Taylor 6th-8th graders proficient were 79%.	In Spring of 2025, the percentage of 2nd-5th grade students reaching grade level proficiency in ELA at Green Hills-80%; Lomita Park-54%; Meadows-86%; Spring Valley-77%; Taylor-76%	Each grade level's Spring reading results of percentage on grade level will increase by 2% per year.	Green Hills declined by 2% Lomita Park increased by 10% Meadows increased by 4% Spring Valley increased by 2% Taylor increased by 12%
1.2	CAASPP ELA Results	For the 2022-2023 school year, MESD had 62.62% of third through eighth graders who met or exceeded the standard for ELA. Lomita Park had 26.66% of third-fifth graders who met or exceeded the standard in ELA.	For the 2023-2024 school year, 65.39% of third through eighth graders met or exceeded the standard for ELA. At Lomita Park 33.56% third through fifth graders Met or Exceeded Standard for ELA.	Spring 2025 66.15% of MESD 3-8th graders met or exceeded the standard. 35.63% of Lomita Park's students met or exceeded the standard.	The ELA CAASPP proficiency rate will increase by 3% overall district-wide, and by 10% at Lomita Park Elementary School.	Gain 66.15% increased from baseline by 3.53%. Lomita Park increased by 8.97%.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.3	Access to standards-aligned materials	100% of students have access to their own copies of standards-aligned instructional materials (including print and electronic) for use at school. We do not yet have a baseline of students' access to electronic copies at home.	100% Completed	100% Completed	100% of students have access to their own copies of standards-aligned instructional materials (including print and electronic) for use at school and at home	Maintained 100% as all students continue to have access.
1.4	Parent and Family Engagement State Local Indicators	In Priority 3, Parent and Family Engagement Local Indicators, MESD's self assessment was a 4 (on a scale of 1 to 5) in the areas of developing the capacity of staff to build trusting and respectful relationships with families, creating welcoming environments for all families in the community, supporting staff to learn about each family's strengths, cultures, languages, and goals for their children, and developing multiple opportunities for the LEA and school sites to engage in 2-way communication between families and	In Priority 3, Parent and Family Engagement Local Indicators, MESD's self assessment was a 4 (on a scale of 1 to 5) in developing the capacity of staff (i.e., administrators, teachers, and classified staff) to build trusting and respectful relationships with families. The LEA's progress in creating welcoming environments for all families in the community was a 4. The LEA's progress in	On the Priority 3 Parent and Family Engagement Local Indicator, Millbrae Elementary School District's self-assessment reflects continued progress in building strong family-school partnerships. Using the state's 1–5 scale, the district rated itself a 4 in developing the capacity of staff—including administrators, teachers, and classified staff—to build trusting and respectful relationships with families.	In Priority 3, Parent and Family Engagement Local Indicators, MESD's self assessment will be a 5 (on a scale of 1 to 5) in the areas of developing the capacity of staff to build trusting and respectful relationships with families, creating welcoming environments for all families in the community, supporting staff to learn about each family's strengths, cultures, languages, and goals for their children, and developing	Maintained in all areas

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		educators using language that is understandable and accessible to families.	supporting staff to learn about each family's strengths, cultures, languages, and goals for their children was also a 4. The LEA's progress in developing multiple opportunities for the LEA and school sites to engage in 2-way communication between families and educators using language that is understandable and accessible to families was a 3.	The district also rated its progress as a 4 in creating welcoming environments for all families across school sites. Similarly, the district reported a 4 in supporting staff to learn about each family's strengths, cultures, languages, and goals for their children, reflecting ongoing efforts to strengthen culturally responsive practices. The district identified an area for continued growth in developing multiple opportunities for two-way communication between families and educators. In this area, the district rated its progress as a 3.	multiple opportunities for the LEA and school sites to engage in 2-way communication between families and educators using language that is understandable and accessible to families.	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.5	mCLASS DIBELS Reading Difficulties Screener	Newly adopted screener as of June 2025. No Baseline as of yet.	Newly adopted, results will be available in Fall of 2025.	During the 2025–26 school year, mCLASS DIBELS was implemented to establish a districtwide baseline in early literacy. Spring 2026, outcomes include 26% of K-2 students Above Benchmark; 26% At Benchmark; 19% Below Benchmark and 29% Below Benchmark.	Target to be set after the adoption of mCLASS DIBELS as our Reading Difficulties Screener	New metric baseline set see year 2 outcome.

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 Year 2 of this LCAP cycle for the 25/26 school year, the Millbrae Elementary School District made strong progress in implementing LCAP Goal 1, with a continued focus on strengthening high-quality literacy instruction across all sites. Key actions included professional learning aligned to the Science of Reading, the implementation of mCLASS DIBELS as a universal screener in grades K–2, and ongoing efforts to build instructional coherence through shared expectations around essential literacy components—phonics, phonological awareness, fluency, vocabulary, and comprehension.

Overall, implementation of planned actions occurred largely as intended. The district successfully administered mCLASS DIBELS across Fall, Winter, and Spring, establishing a consistent assessment system to inform instruction and intervention. Site teams engaged in data analysis cycles to identify student needs, group students for targeted support, and monitor progress over time. Professional learning opportunities were provided to support educators in understanding assessment data and strengthening Tier 1 instruction.

One substantive difference between planned and actual implementation was the time required to build staff familiarity and confidence with the new assessment system and instructional shifts. As this was the first year of full implementation, additional time and support were

needed to ensure consistent administration practices, accurate data interpretation, and alignment of instructional responses. This resulted in a greater emphasis on foundational training and calibration than initially anticipated.

The district also experienced challenges related to balancing new initiatives with existing demands on staff time, as well as ensuring consistency of implementation across sites. However, these challenges were addressed through ongoing support, collaboration with site leaders, and adjustments to professional learning to better meet staff needs.

Despite these challenges, several successes were evident. The establishment of a districtwide early literacy baseline represents a significant milestone, allowing for more strategic and data-driven decision-making. There is growing alignment in literacy practices across classrooms, and increased use of data to inform instruction and intervention. Additionally, early indicators show positive movement in student outcomes, including increases in the percentage of students meeting benchmark and reductions in students identified as Well Below Benchmark.

Overall, Year 2 of this LCAP cycle for the 25/26 school year implementation reflects meaningful progress in building systems, strengthening instructional practices, and laying the foundation for continued improvement in literacy outcomes across 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.

Material differences between budgeted and estimated actual expenditures for Actions 1.5, 1.7, and 1.8 are primarily due to adjustments in implementation timelines, staffing capacity, and program participation levels.

Action 1.1-Standards Based Instruction
Of the $158,541 budgeted, actual expenditures totaled $223,002. The increase reflects the purchase of additional instructional materials and resources to support standards-aligned teaching and learning, including supplemental materials used to strengthen classroom instruction and prepare for future curriculum pilots and adoptions.
Action 1.3 -Tier 2 Reading Instruction
Of the budgeted $759,728, actual expenditures were $878,306. Higher-than-anticipated costs were primarily due to staffing expenditures associated with reading specialists and intervention services, including salary and benefit adjustments that supported expanded literacy intervention and progress monitoring efforts across the district.
Action 1.5 – Phonics Instruction
Of the $11,321 budgeted, $4,343 was expended. This variance is attributed to a shift in instructional delivery and the use of existing site-based resources and staff to support phonics instruction. As a result, fewer supplemental materials and contracted services were needed than originally anticipated.
Action 1.6 -Assessment and Monitoring
Of the $26,830 budgeted, actual expenditures totaled $45,129. The increase reflects additional costs related to assessment tools, data platforms, and professional learning to support the administration and analysis of student performance data.
Action 1.7 – Family and Community Engagement

Of the $1,485 budgeted, $310 was expended. Lower-than-expected expenditures reflect fewer costs associated with planned family engagement activities, as some events were supported through existing resources, partnerships, or aligned with other district initiatives, reducing the need for additional funding.
Action 1.8 – Reading Support Outside of the School Day
Of the $33,404 budgeted, $1,000 was expended. This significant difference is due to reduced participation and/or delays in implementing extended learning opportunities. Additionally, some supports were integrated into the school day or funded through alternative programs, resulting in lower expenditures than projected.

Overall, these differences reflect strategic adjustments to maximize existing resources while continuing to support student learning and family engagement.

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

The actions implemented under LCAP Goal 1 have been effective in establishing a stronger, more coherent approach to literacy instruction across the district. Professional learning focused on structured literacy and the Science of Reading has increased educator capacity and confidence, resulting in more consistent implementation of evidence-based practices, particularly in phonics and phonological awareness.

The implementation of mCLASS DIBELS has been a critical component of this work, providing a universal system for early identification and progress monitoring in grades K–2. The use of Fall, Winter, and Spring data has supported more timely and targeted instructional decisions, improved alignment of interventions, and strengthened site-based data cycles. Early indicators demonstrate progress, including increases in the percentage of students meeting benchmark and reductions in students identified as Well Below Benchmark.

Coaching and support from reading specialists have further contributed to the effectiveness of these actions. Through modeling, collaboration, and targeted small-group instruction, teachers have been better equipped to meet diverse student needs, and students receiving additional support are showing growth in foundational literacy skills.

While these actions have been largely effective, full impact is still developing. As this represents an early stage of implementation, continued focus is needed on deepening instructional consistency across classrooms and refining intervention systems. Ongoing professional learning and support will be essential to sustain and accelerate progress.

Overall, the actions to date have been effective in building systems, increasing instructional capacity, and demonstrating early improvements in student literacy outcomes, positioning the district for continued growth toward achieving this goal.

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 substantive changes were made to the actions in Goal 1. The district continued to focus on strengthening high-quality literacy instruction grounded in phonics, phonological awareness, fluency, vocabulary, and comprehension.

A districtwide Tier 1 fidelity framework was developed to support consistent implementation of effective literacy practices. In the coming year, sites will utilize this framework to increase coherence in core instruction and strengthen differentiation and early intervention within Tier 1.

Additionally, at Taylor Middle School we are adding an additional section of Reading Intervention Class for students requiring additional reading support.

Implementation has varied across classrooms, with some teachers fully integrating structured literacy practices and others requiring additional support. Ongoing coaching, modeling, and collaborative planning time will be prioritized to improve consistency and fidelity. Competing priorities also impacted engagement in professional learning, which will be addressed through more embedded supports.

The district refined its assessment system to better monitor progress. Baseline data for student subgroups is still being established. Adjustments to the assessment calendar will support more accurate end-of-year reporting. mCLASS DIBELS was implemented in grades K–2 as the district's Reading Difficulties Screener, strengthening early identification and progress monitoring.

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	Standards-based Instructional Materials	Access to high-quality, evidence-based instructional materials (Unique, Sonday, Wonders, Amplify, etc) (Curriculum in Print and Digital)	$225,000.00	No
1.2	Small group reading instruction	In the primary grades, teachers work with small differentiated groups to work with students at their reading level.	$4,500.00	No
1.3	Tier II Reading instruction	Students who are reading below grade level standard will receive additional support in small groups, typically in a pull-out format	$895,578.00	Yes
1.4	Professional Learning	Students in Kindergarten and 1st grade receive phonics instruction on a daily basis.	$4,500.00	No
1.5	Phonics Instruction	Professional Development (especially with Big Lift actions, ELD, MTSS) in the area of Tier 1 best practices.	$5,500.00	No

Action #	Title	Description	Total Funds	Contributing
1.6	Assessment and Monitoring	Assessment and monitoring efforts include administering the Reading Difficulties Screener and early literacy screenings. mCLASS DIBELS (Big Lift) which supports data-driven instruction and intervention. Additionally, reading specialists and paraprofessionals play a key role in providing targeted support.	$46,029.00	No
1.7	Family & Community Engagement	Literacy events and educational workshops at the district and site level strengthen the home-school connection and encourage reading beyond school hours. These events provide families with valuable resources, including reading trackers, curated book lists by reading level, and information on local library activities. By equipping parents with tools to support literacy at home, these initiatives foster a collaborative approach to student reading development.	$595.00	No
1.8	Reading support outside of the school day/year	Working with our Expanded Learning Opportunities Program (ELOP), provide targeted instruction for students after school at Lomita Park Elementary.	$1,000.00	No
1.9	Big Lift Summer Academy 2025	With the Big Lift grant Millbrae Elementary School District received from the San Mateo County Office of Education, a literacy focused summer program will be offered beginning in Summer, 2026.	$50,000.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	All students will receive standards-based differentiated instruction. By the end of each academic year, at least 80% of students will demonstrate proficiency in grade-level essential standards, as measured through local summative assessments. Common formative assessments, regular analysis of assessment data within teacher Professional Learning Team (PLT) groups, and statewide data in mathematics will be used to inform instruction and differentiation.	Maintenance of Progress Goal

State Priorities addressed by this goal.

Priority 2: State Standards (Conditions of Learning)
Priority 3: Parental Involvement (Engagement)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

The Millbrae Elementary School District developed this goal to ensure that all students receive high-quality, standards-based differentiated instruction and to increase the percentage of students demonstrating proficiency in grade-level essential standards. This goal was established in response to the need for greater consistency in instructional practices across classrooms, stronger alignment to essential standards, and improved student outcomes as measured by both local and statewide assessments.

The goal reflects the district's commitment to building a collaborative, data-driven instructional system. Professional Learning Team (PLT) structures were identified as a critical lever to support ongoing cycles of inquiry, where teachers regularly analyze student data, reflect on instructional practices, and adjust teaching to better meet student needs. The use of common formative assessments aligned to essential standards was prioritized to ensure that all students are held to consistent expectations and that instruction is responsive and targeted.

Additionally, this goal was developed to address the diverse learning needs of all students, including English Learners, low-income students, and students with disabilities. By strengthening differentiated instruction within Tier 1 and using data to inform both whole-group and small-group instruction, the district aims to increase access to grade-level content and reduce achievement gaps.

Statewide assessment data in mathematics, along with local summative measures, highlighted the need for more targeted and responsive instruction, particularly in supporting students who require additional time and support to achieve proficiency. This goal ensures that instructional practices are continuously refined through the use of multiple measures and that all students are provided the support necessary to meet grade-level expectations.

Overall, this goal was developed to create a coherent system of standards-based instruction, data use, and differentiation that improves student achievement and ensures that all learners are supported in reaching proficiency.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	CAASPP Math Results	For the 2022-2023 school year, MESD had 61.05% of third through eighth graders met or exceeded. Students with disabilities CAASPP math proficiency rate is 24.44%	For the 2023-2024 school year, 62.55% of third through eighth graders met or exceeded standards for math. 19.28% of students with disabilities met or exceeded standard for math.	For the 2024-2025 school year, MESD had 62.59% of third through eighth grade students meet or exceed standards. 31.37% of students with disabilities met or exceeded the standard.	The Math CAASPP proficiency rate will increase by 3% overall districtwide, and 8% for students with disabilities.	Gain 62.59% An increase from baseline by 1.54% Students with disabilities increased from baseline by 6.93%
2.2	The percentage of students meeting grade level essential standards	Our current baseline is 0. While teachers have created grade-level essential standards along with formative and summative assessments, it has not been a requirement for teachers to track and report the data.	Year 1 outcomes remain undetermined as we work to finalize summative assessments that are aligned to essential standards.	This metric is being sunset, please refer to the goal analysis for additional information.	By the end of the school year, 80% of students will be meeting grade level standards as measured by summative local assessments.	N/A
2.3	Implementation of State Academic Standards Local Indicators	In Priority 2, Implementation of State Academic Standards Local Indicators, MESD's self assessment was a 4 (on a scale of 1 to 5) in the areas of English Language Arts, English Language Development	In Priority 2, Implementation of State Academic Standards Local Indicators, MESD's self assessment was a 4 (on a scale of 1 to 5) in the areas of English Language	In Priority 2, Implementation of State Academic Standards Local Indicators, MESD's self-assessment was a 4 (on a scale of 1 to 5) in the areas of English Language	In Priority 2, Implementation of State Academic Standards Local Indicators, MESD's self assessment will be a 5 (on a scale of 1 to 5) in the areas of English Language	Maintained at a 4 in Professional Development Gained from a 3 to a 4 in supporting Professional Needs of teachers.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		(aligned to ELA standards), Mathematics, Next Generation Science Standards, and History-Social Science in providing professional development in recently adopted academic standards and curriculum and a 3 (on a scale of 1 to 5) in identifying the professional needs of individual teachers and providing support for teachers on the standards they have not yet mastered.	Arts, English Language Development (aligned to ELA standards), Mathematics, Next Generation Science Standards, and History-Social Science in providing professional development. The LEA's progress in implementing policies or programs to support staff in identifying areas where they can improve in delivering instruction aligned to the recently adopted academic standards was a 4 with the exception of NGSS which was a 3. In identifying the professional needs of individual teachers and providing support for teachers on the standards they	Arts, English Language Development (aligned to ELA standards), Mathematics, Next Generation Science Standards, and History-Social Science in providing professional development on recently adopted academic standards and curriculum. MESD's self-assessment was a 4 (on a scale of 1 to 5) in providing support for teachers on the standards they have not yet mastered.	Arts, English Language Development (aligned to ELA standards), Mathematics, Next Generation Science Standards, and History-Social Science in providing professional development in recently adopted academic standards and curriculum and a 4 (on a scale of 1 to 5) in identifying the professional needs of individual teachers and providing support for teachers on the standards they have not yet mastered.	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			have not yet mastered was a 3.			
2.4	Parent and Family Engagement State Local Indicators	In Priority 3, Parent and Family Engagement Local Indicators, MESD's self assessment was a 4 (on a scale of 1 to 5) in the areas of developing the capacity of staff to build trusting and respectful relationships with families, creating welcoming environments for all families in the community, supporting staff to learn about each family's strengths, cultures, languages, and goals for their children, and developing multiple opportunities for the LEA and school sites to engage in 2-way communication between families and educators using language that is understandable and accessible to families.	In Priority 3, Parent and Family Engagement Local Indicators, MESD's self assessment was a 4 (on a scale of 1 to 5) in the areas of developing the capacity of staff to build trusting and respectful relationships with families, creating welcoming environments for all families in the community, supporting staff to learn about each family's strengths, cultures, languages, and goals for their children. In developing multiple opportunities for the LEA and school sites to engage in 2-way communication between families and educators using language	In Priority 3, Parent and Family Engagement Local Indicators, MESD's self-assessment was a 4 (on a scale of 1 to 5) in the areas of developing the capacity of staff to build trusting and respectful relationships with families, creating welcoming environments for all families in the community, supporting staff to learn about each family's strengths, cultures, languages, and goals for their children, and developing multiple opportunities for the LEA and school sites to engage in two-way communication between families and educators using language	In Priority 3, Parent and Family Engagement Local Indicators, MESD's self assessment will be a 5 (on a scale of 1 to 5) in the areas of developing the capacity of staff to build trusting and respectful relationships with families, creating welcoming environments for all families in the community, supporting staff to learn about each family's strengths, cultures, languages, and goals for their children, and developing multiple opportunities for the LEA and school sites to engage in 2-way communication between families and educators using language	Maintained at a 4

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			that is understandable and accessible to families we are a 3.	that is understandable and accessible to families.	that is understandable and accessible to families.	

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 Year 2 of the LCAP cycle for the 25/26 school year, the district continued to implement actions aligned to Goal 2, with a focus on strengthening standards-based differentiated instruction through the use of essential standards, common formative assessments, and Professional Learning Team (PLT) collaboration. Teachers engaged in regular data cycles to analyze student performance, identify learning needs, and adjust instruction to better support all learners.

Overall, implementation occurred largely as planned. PLT structures were consistently utilized to support collaboration and data-driven decision-making. These systems have helped increase alignment of instruction and provided greater clarity around student expectations. One difference between planned and actual implementation was the level of consistency across classrooms and sites. While many teams effectively implemented data cycles and differentiation strategies, variability remains in how consistently assessment data is used to inform targeted instruction and small-group support.

Challenges included balancing time for meaningful PLT collaboration with competing instructional priorities and continuing to build teacher capacity in differentiated instruction. Ensuring strong alignment between assessment, instruction, and intervention also remains an area for continued growth. Despite these challenges, several successes were evident. There is stronger collaboration within PLTs, and growing alignment to essential standards across the district. Teachers are becoming more intentional in using data to guide instruction and differentiate support for students.

Overall, Year 2 of the LCAP cycle for the 25/26 school year implementation reflects meaningful progress in building a coherent, data-driven instructional system, with continued focus needed on deepening implementation and ensuring consistency across all classrooms.

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

Action 2.1-Standards-Based Instructional Materials

Of the $148,399 budgeted, actual expenditures totaled $63,017. The lower expenditure reflects a shift in the timing of purchases, with some instructional materials and resources delayed or deferred to the 2026–2027 fiscal year.
Action 2.5- Differentiated Instruction
Of the $4,702 budgeted, actual expenditures totaled $100. The lower expenditure reflects fewer costs than originally anticipated, as much of the planned support for differentiated mathematics instruction was provided through existing district resources, teacher collaboration, and ongoing professional learning related to McGraw Hill Reveal Math and the California Mathematics Framework rather than through additional purchased materials or contracted services.
Action 2.7 – Intervention Support
Of the $651,000 budgeted, $220,000 was expended. This variance is primarily due to staffing vacancies, shifts in implementation timelines, and the strategic use of existing site and district resources to provide intervention services. In some cases, planned supports were delivered through reallocated personnel or integrated into core instructional time, reducing the need for the full level of projected expenditures.

Overall, the difference reflects adjustments in how intervention services were implemented while maintaining support for targeted students.

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

The establishment of PLTs focused on data analysis fosters greater collaboration and shared responsibility among our teachers. Additionally, the emphasis on using formative and summative assessment data has led to more targeted and responsive instruction, better meeting the diverse needs of all students. While the 80% proficiency target might not have been reached, the focus on differentiated instruction and data-driven practices likely contributed to overall student growth and learning.

Implementing high-quality differentiated instruction and engaging in regular, meaningful data analysis requires significant teacher time, planning, and professional development. Providing adequate support and resources for teachers to develop these skills and manage their workload has been a challenge. Effectively differentiating instruction often requires a variety of resources and materials. Efficiently collecting, organizing, and sharing assessment data within PLTs is challenging as teachers can benefit from increased support in analyzing data as well as student work samples. Additionally, shifting instructional practices toward collective responsibility and embracing collaborative data analysis is inconsistent across our sites.

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.

Based on reflection of prior year implementation, no changes were made to the goal or target outcomes. The goal of ensuring all students receive standards-based differentiated instruction remains unchanged, as does the target of at least 80% of students demonstrating proficiency in grade-level essential standards as measured by local summative assessments. These foundational elements continue to be appropriate and aligned to district priorities.

The district is no longer in Differentiated Assistance. In response to prior identification, systems and processes were strengthened, including improved monitoring and internal accountability measures, to ensure ongoing compliance and continuous improvement.

As part of strengthening implementation, the district has adopted McGraw Hill Reveal Math as its core mathematics curriculum to support consistent, standards-aligned instruction across all classrooms. This adoption reflects the district's commitment to high-quality Tier 1 instruction and improved student outcomes in mathematics.

While the core actions remain consistent, refinements have been made to strengthen implementation. The district will increase focus on progress monitoring, including more systematic use of classroom observations, data analysis, and ongoing check-ins within Professional Learning Teams (PLTs) to ensure more consistent use of assessment data to inform instruction. Metric 2.2 will be sunset, as the originally planned common formative assessments have not been developed. Student progress on essential standards will instead be measured using existing, validated tools, including STAR Renaissance and curriculum-based measures (CBMs). This shift ensures the district is leveraging reliable, already-implemented assessment systems to monitor student learning, while maintaining a focus on essential standards. We will continue building staff capacity to analyze STAR and CBM data through PLTs and use results to inform instruction and intervention.

Additional emphasis will be placed on strengthening teacher support through expanded instructional coaching, more structured PLT collaboration, and targeted professional learning aligned to identified needs. Resources will continue to be developed and shared to support differentiated instruction, including those aligned to Universal Design for Learning (UDL) and the implementation of McGraw Hill Reveal Math. These adjustments are intended to improve consistency and deepen implementation across classrooms, ensuring that existing actions more effectively support student progress toward the established goal.

One key metric continues to include the annual Local Indicators self-assessment under Priority 2: Implementation of State Academic Standards.

In the most recent self-assessment, Millbrae Elementary School District rated itself a 4 on a 5-point scale in the areas of English Language Arts, English Language Development (aligned to ELA standards), Mathematics, Next Generation Science Standards, and History-Social Science with respect to providing professional development on recently adopted academic standards and curriculum. The district also rated itself a 4 in providing support for teachers on standards they have not yet mastered.

These ratings reflect the district's continued investment in professional learning and instructional coaching, including ongoing training in McGraw Hill Reveal Math, Universal Design for Learning (UDL), integrated and designated English Language Development, and early literacy practices aligned to the Science of Reading. The district has also expanded support through the CORE Learning Give Forward grant and continued collaboration with the San Mateo County Office of Education.

No metrics were removed; however, existing metrics were clarified to better align with the district's professional learning priorities and to ensure continued monitoring of implementation across all content areas. These refinements provide a clearer connection between district actions and the capacity of teachers to deliver high-quality, standards-aligned instruction that supports all students, including multilingual learners and Students with Disabilities.

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	Standards-based Instructional Materials	Access to high-quality, evidence-based instructional materials in all academic subjects—including English Language Arts, Mathematics, Social Science, and Science—is a district priority. The district has adopted McGraw Hill Reveal Math as its core mathematics curriculum. The adoption process was guided by the principles of Universal Design for Learning (UDL) to ensure the curriculum supports diverse learners through flexible and inclusive instructional practices. Reveal Math aligns with state standards and reflects the district's commitment to equity, accessibility, and strong Tier 1 instruction for all students.	$63,167.00	No
2.2	Professional Learning Teams (PLT) Weekly Meetings	Grade-level teams at the elementary schools and course-alike teams at the middle school meet weekly in Professional Learning Teams (PLTs) to create learning targets, analyze ongoing data, determine interventions and supports, and design extensions for students already meeting standards. The district has successfully developed and implemented grade-level essential standards; however, the development and consistent use of common formative assessments aligned to these standards remains an area of ongoing focus.	$0.00	No
2.3	Site Guiding Coalition Teams	In addition to grade-level and course-alike meetings, each school site has established leadership teams and guiding coalitions to determine schoolwide commitments and ensure teams continue to move forward in analyzing student data and refining instructional practices. While grade-level essential standards have been established, these teams support the continued development and consistent use of common formative and summative assessments to monitor student progress over time.	$341.00	No
2.4	Professional Development	All principals, key district office staff, and select teachers at each site have participated in professional learning focused on Universal Design for Learning (UDL) and at the elementary level the implementation of McGraw Hill Reveal Math. These efforts have supported more equitable, accessible	$9,822.00	No

Action #	Title	Description	Total Funds	Contributing
		instruction and strengthened Tier 1 mathematics practices across the district. In the 2025–26 school year, the district will continue to expand this work by providing ongoing professional learning for new administrators and additional classroom teachers. Principals will participate in targeted learning throughout the year to deepen instructional leadership and support consistent, site-level implementation of UDL and standards-aligned mathematics instruction using Reveal Math.		
2.5	Differentiated Instruction in Mathematics- Students below grade level standards and students with disabilities	We will continue to provide ongoing professional learning focused on inclusive instructional practices, differentiation, and Universal Design for Learning (UDL). Staff collaborate with special education staff and math specialists to design and implement instructional strategies that increase access to core mathematics instruction. Curriculum materials are adapted as needed to ensure accessibility, including the use of visual supports, manipulatives, and multiple modalities to engage students with diverse learning needs. Individualized Education Program (IEP) goals in mathematics are aligned to grade-level standards to promote access to rigorous content and ensure consistency with core instruction. The special education department regularly reviews student progress and summative assessment data to monitor outcomes and refine instructional approaches. These actions are intended to address identified gaps in mathematics achievement for students with disabilities, as reflected in dashboard indicators, and to ensure more equitable access to high-quality, standards-based instruction and improved student outcomes.	$43,418.00	No
2.6	Differentiated Instruction in Mathematics- Students above grade level standards	For students already at or above grade level standards in mathematics, teachers will provide extensions focused on both calculation and problem-solving. At Taylor Middle School, a placement test will be given to students at the end of their 6th grade year and two sections of 7th grade and 8th grade math will be accelerated.	$750.00	No

Action #	Title	Description	Total Funds	Contributing
2.7	Intervention Support	Students who are not meeting grade-level standards will receive targeted support beginning within Tier 1, including reteaching and small-group instruction provided by the classroom teacher. When additional support is needed, Tier 2 interventions are available, including push-in support from intervention paraeducators, pull-out targeted instruction, and extended learning opportunities after school and during the summer. These supports are designed to provide timely, responsive intervention and ensure students have access to grade-level content.	$227,351.00	Yes
2.8	Family & Community Engagement	The Millbrae Elementary School District (MESD) is committed to keeping families informed about students' academic and social-emotional progress through clear and consistent communication. This will be achieved through: Trimester Report Cards: Providing families with a comprehensive overview of student progress at regular intervals. Back-to-School Night Messaging: Ensuring parents receive clear information about curriculum, grade-level standards, and expectations to support student learning. Ongoing Teacher Communication: Teachers will maintain regular and timely communication with parents to reinforce classroom lessons and provide guidance on supporting learning at home. By fostering strong school-home partnerships, MESD aims to enhance student success both academically and socially.	$398.00	No
2.9	Develop a plan to ensure MESD is annually submitting their local indicators to the California Department of Education.	We are working with the San Mateo County Office of Education, and we have a plan to ensure this data is submitted by the deadline annually before July 1st of each year. MESD also ensured that both the Superintendent and the Director of Educational Services have a CDE login and password to input the data.	$0.00	No
2.10	Develop a plan to have MESD no longer be in	MESD is no longer in Differentiated Assistance. The district previously entered Differentiated Assistance due to not submitting Local Indicators for two consecutive years. In response, the district collaborated with the San	$0.00	No

Action #	Title	Description	Total Funds	Contributing
	differentiated assistance.	Mateo County Office of Education and established internal systems to ensure compliance. Cabinet members are now aware of the requirements, and a clear action plan and annual calendar have been developed to ensure timely entry of Local Indicator data moving forward.		

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	MESD will increase student engagement and decrease chronic absenteeism rates by fostering a welcoming, inclusive, and safe environment, and providing diverse learning experiences that spark curiosity and passion, as measured by state and local measures.	Maintenance of Progress Goal

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)
Priority 7: Course Access (Conditions of Learning)

An explanation of why the LEA has developed this goal.

The Millbrae Elementary School District developed this goal to increase student engagement and decrease chronic absenteeism by fostering a welcoming, inclusive, and safe learning environment and providing meaningful learning experiences. This goal was established in response to student outcome data and the recognition that engagement and attendance are critical factors in both academic success and social-emotional well-being.

The district identified a need to strengthen school connectedness and ensure that all students feel valued, supported, and motivated to attend school regularly. Chronic absenteeism data, including identified student groups with higher rates of absenteeism, highlighted the importance of addressing barriers to attendance and creating more inclusive and responsive school environments.

Additionally, the goal reflects the understanding that students are more likely to attend and engage in school when learning experiences are relevant, engaging, and aligned to their interests and strengths. By expanding opportunities that promote curiosity, connection, and belonging, the district aims to increase student engagement and improve overall attendance outcomes.

This goal was also developed to ensure equitable access to supportive school environments and experiences for all students, particularly those who may be disproportionately impacted by disengagement or attendance challenges. Through intentional focus on school climate, engagement, and attendance, the district seeks to improve outcomes and ensure that all students are positioned for success.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Panorama Survey Results- School Climate	The current baseline is 0. 2024-2025 school year will be the first time students in grades 3-8 and parents will take the panorama survey	3-5 overall 57% School Climate The highest favorable question was, "How positive or negative is the mood at your school?" (82%) The lowest favorable questions were, "How often are people disrespectful to others at your school?" (36%) "How well do students follow the rules at your school?" (37%) 6-8 overall 36% School Climate The highest favorable question was, "How positive or negative is the mood at your school?" (57%) The lowest favorable questions were,"How often are people disrespectful to	Panorama Student survey 2025: School Climate 57% of 3-5 grade responded favorably 36% of 6-8 grade responded favorably Sense of Belonging 63% of 3-5 grade responded favorably 46% of 6-8 grade responded favorably	At the end of the school year, the percentage of students reporting favorably in the area of school climate and sense of belonging will be 70% or above. The percent of parents/guardians reporting favorably in the area of school climate and sense of belonging will also be 70% or above.	Maintained

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			others at your school?" (18%) "How well do students follow the rules at your school?" (14%)			
3.2	Suspension & Expulsion Rates	MESD is currently in red on the dashboard for Pacific Islander students. The expulsion rate baseline is 0. The 2022-2023 Suspension Data was as follows: Suspension rate 2023-2024. All: 0.3% African American: 1.5% Asian: 0.2% Filipino: 0.2% Hispanic or Latino: 0.7% Pacific Islander: 1.0% White: 1.8% Two or More Races: 0.6% English Learners 0.2% Students with Disabilities 0.9% Socioeconomically Disadvantaged 0.8% Homeless 0%	MESD is no longer in the red on the CDE Dashboard for Pacific Islander students. The following are the CDE Dashboard results for Spring of the 23/24 school year: Long term English learners and two or more races are in the Yellow. English learners, Hispanic, Pacific Islander, Socioeconomic Disadvantaged, Students with Disabilities and White students are in the Green. Asian and Filipino are in the Blue.	24/25 CDE Dashboard Data: Overall suspension rate is 1.8. Hispanic and Long Term EL in Red. Pacific Islander, EL, Socioeconomic and White in Orange. MESD is red on dashboard for Hispanic students at Taylor. The expulsion rate is 0.	Overall suspension rates will be reduced and there will not be any subgroups in the red area on the dashboard. Expulsion rates will remain at 0.	Declined- Suspension rates have increased by 1.5% Expulsion Rate Maintained at 0
3.3	Chronic Absenteeism Rates	For 22/23 MESD is currently in red on the dashboard for Hispanic students at Lomita Park, EL students at	9.9% chronically absent Declined 1.8% MESD is no longer in the Red on the	CDE Dashboard Spring 2025: Hispanic students at Lomita Park orange on	Chronic absenteeism will be reduced and these subgroups	Gain- The chronic absenteeism rate has declined by .8%. Hispanic students are now

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Taylor, and two or more race students at Taylor. The chronic absenteeism rate for the 2022-2023 school year district-wide is 9.9%, which was a 1.9% decline from the 2021-2022 chronic absenteeism rates.	CDE Dashboard for Hispanic students at Lomita Park. Hispanic students are now in the yellow. At Taylor English Learners students are now in the Orange on the Dashboard. Two or more race students are now in the Yellow on the Dashboard. The chronic absenteeism rate for the 23/24 school year is 9.9% which was a 1.8% decline from the 22-23 school year.	Dashboard. English Learners in Red, and Mixed Race students in Green at Taylor. 9.1% Chronic Absenteeism rate district wide, which is an .8% decline from the 23/24 chronic absenteeism rate.	will be out of the red area	in the Orange on the dashboard and no longer in the Red. Taylor English Learners are in the Red on Dashboard.
3.4	Local audit and surveys of elective course offerings at Taylor Middle School.	The current baseline is 0. MESD has not looked at our middle school elective course offerings and compared them to what other local middle schools are offering. MESD has not asked middle school students for feedback on elective offerings.	As reported at the School Site Council meeting and through student survey input, Taylor Middle School continues to prioritize student voice and choice in elective offerings. 6th Grade Elective Wheel:	Taylor conducted an internal survey of elective courses. They have added an elective of cultural appreciation and public speaking to their elective offerings. Additionally, 7 & 8 grade wheels have been combined.	MESD will conduct a local audit of elective course offerings and complete a survey of middle school students asking for their input on elective course offerings.	Gain- Taylor Middle School has increased Elective Offerings and have audited and surveyed.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			All 6th grade students will participate in an Elective Wheel, rotating through one class per trimester to explore a variety of enrichment experiences. Options may include: Music Introductory Electives 7th & 8th Grade Electives: Students may select from the following electives, some of which require an application or audition: Choir Drama (audition required) Drama Stage Crew (application required) KTLR Broadcast Media (application required)			

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Leadership (application required) Music – Strings Music – Concert Band Spanish 1A / 1B Teacher Assistant (application required) Elective offerings are subject to staffing and enrollment and may vary year to year.			
3.5	Middle school dropout rate	Currently MESD has a dropout rate of 0	MESD has a dropout rate of 0	MESD dropout rate is 0	The middle school dropout rate will remain 0.	Maintained with a 0 dropout rate
3.6	Overall Attendance Data	MESD's current overall attendance rate district-wide is 95.5%.	MESD's current overall attendance rate district-wide is 95.17%.	Synergy Data 24/25: overall attendance rate district-wide is 95.64.	MESD's overall attendance rate district-wide will be 96% or higher.	Gain- Slight gain from 95.5 % to 95.64% which is an increase of positive attendance by .14%

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.

MESD continued to implement actions aligned to Goal 3, focusing on increasing student engagement and reducing chronic absenteeism by fostering welcoming, inclusive, and safe school environments and providing engaging learning experiences. Key actions included expanded

learning opportunities, a focus on Social-Emotional Learning (SEL), and intentional efforts to strengthen relationships among students, staff, and families.

Overall, implementation occurred largely as planned. Schools provided a range of engagement opportunities and continued to build positive school climates that support student connection and belonging. Attendance monitoring practices were implemented consistently across sites, including regular review of attendance data, outreach to families, and progressive communication efforts. These efforts included attendance letters, phone calls, and meetings such as Student Attendance Review Team (SART) meetings to collaborate with families on improving attendance. For students with more significant attendance concerns, referrals to School Attendance Review Board (SARB) processes were utilized to provide additional support and accountability.

Attendance efforts were also refined to include more targeted outreach for students with persistent absenteeism, including individualized attendance plans, increased SART meetings, and expanded collaboration with community partners to provide wraparound supports. Challenges included staffing capacity, which impacted the consistency of some site-based interventions, as well as ongoing attendance patterns that continue to require targeted support. The district's Family Engagement Coordinator has been working closely with sites and families to identify root causes of absenteeism and develop more responsive, targeted supports. Despite these challenges, there were notable successes, including increased student participation in extended learning opportunities, strengthened family engagement, and positive attendance trends at several sites.

MESD will continue to monitor both state and local data, refine implementation strategies, and strengthen family and community partnerships to support ongoing progress toward increased student engagement and improved attendance outcomes.

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.

Explanation of Material Differences Between Budgeted and Estimated Actual Expenditures

Action 3.2 – Family Engagement Specialist
Of the $6,300 budgeted, $1,655 was expended. This variance is due to adjustments in implementation and the use of existing staff and resources to support family engagement efforts, resulting in lower-than-anticipated costs.
Action 3.3 – Positive Behavior Interventions and Supports (PBIS)
Of the $3,911 budgeted, no expenditures were recorded. This reflects a shift in implementation, as PBIS practices were supported through existing site structures, staff capacity, and aligned initiatives, rather than through additional planned expenditures.
Action 3.6 – Electives and Clubs at Taylor
Expenditures totaled $457,043 compared to $226,327 budgeted. This overage is attributed to expanded student access and participation, increased staffing to support additional sections and offerings, and prioritization of student engagement opportunities. Additional resources were allocated to ensure equitable access and maintain program quality.
Action 3.9- School Counselors/Psychologists
Of the $481,488 budgeted, expenditures totaled $526,330. The increase is attributed to salary and benefit adjustments and reflects the district's continued investment in student mental health, counseling, and social-emotional supports.
Action 3.11-MEF Sparks Curiosity

Of the budgeted $220,000, expenditures totaled $144,375. The difference reflects actual grant allocations and reimbursements received during the year, which were lower than originally projected.
Overall, these differences reflect adjustments in implementation, strategic use of existing resources, and prioritization of student engagement and support.

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

The actions implemented under Goal 3 have demonstrated moderate effectiveness in increasing student engagement and addressing chronic absenteeism. Expanded access to enrichment opportunities, site and district-wide events, and the integration of Social-Emotional Learning (SEL) practices have contributed to a stronger sense of school connectedness. Local survey data and site feedback indicate increased student participation in school activities and improved family engagement at events.
Actions to address attendance, including consistent communication with families, attendance letters, Student Attendance Review Team (SART) meetings, and School Attendance Review Board (SARB) processes, have been effective for some students.Targeted outreach and individualized supports have helped improve attendance for specific student groups.

However, overall chronic absenteeism rates continue to present a challenge, particularly among identified student groups. While progress has been made, results have been inconsistent across sites, indicating a need for more cohesive and systematic implementation of attendance supports.

These outcomes suggest that while the actions are effective in building engagement and supporting some improvements in attendance, additional refinement is needed. Moving forward, the district will focus on strengthening Tier 1 attendance practices, increasing access to early intervention, and improving coordination across sites and with our family engagement coordinator, and community partners to more effectively support students and families. Overall, the actions to date have been moderately effective, with clear progress in student engagement and emerging, but uneven, improvements in attendance outcomes.

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.

As part of the annual update to the 2026–2027 Local Control and Accountability Plan (LCAP), several metrics under Goal 3 were refined to provide a more comprehensive picture of student engagement, school climate, and student voice.

The district added metrics related to the implementation and impact of the newly adopted CharacterStrong. Beginning in 2026–2027, the district will monitor implementation fidelity, staff participation in professional learning, and student outcomes using the Panorama Education Student Survey, with particular attention to School Climate and Sense of Belonging indicators. These additions reflect educational partner feedback and the district’s commitment to strengthening social-emotional learning across all schools.

Metrics related to student attendance were also refined to emphasize ongoing progress monitoring through site-based Student Attendance Review Teams (SART) and the district’s Student Attendance Review Board (SARB). The district will continue to monitor chronic absenteeism as a key outcome measure, while using more frequent attendance reviews to identify students in need of support and to evaluate the effectiveness of intervention strategies.

To better capture student engagement at the secondary level, the district added measures related to student participation in elective offerings and opportunities for student voice. At Taylor Middle School, student feedback led to the addition of new electives in Cultural Appreciation and Public Speaking, as well as revisions to the seventh- and eighth-grade wheel structure. These measures will help the district assess how expanded course offerings contribute to student connection and engagement.

No metrics were removed; rather, the district strengthened existing measures and added new indicators to better align with identified needs and recent program initiatives. These modifications ensure that Goal 3 more effectively monitors progress in attendance, school climate, social-emotional learning, and student engagement, while providing clearer evidence of the impact of district actions and services.

Based on reflection and feedback from families, staff, and analysis of local and state data, no substantive changes were made to the actions under Goal 3 for the current year with the exception of purchasing our new SEL curriculum. The district will continue to implement existing actions focused on increasing student engagement, strengthening family partnerships, and reducing chronic absenteeism. Additionally, the district has hired a Family Engagement Coordinator to strengthen partnerships with families, increase attendance, and support efforts to reduce chronic absenteeism. This role focuses on identifying barriers to attendance, providing targeted resources, and building stronger home-school connections.

Actions related to increasing family engagement through workshops and events will continue as planned, including offering accessible opportunities for families through a variety of formats and topics that support student well-being and academic success. Efforts to expand mental health and wellness supports will also continue, including collaboration with school counselors and community partners to connect families with available San Mateo County resources. The district will maintain its focus on improving communication, increasing awareness of available supports, and strengthening systems to monitor progress, including alignment to state accountability measures. Additionally, efforts to expand student engagement opportunities, including elective offerings and enrichment experiences (Money Matters-Financial Literacy Elective for 26/27), will continue to support student connection and belonging. As part of ongoing refinement of implementation, the Curriculum Advisory Committee will pilot two social-emotional learning (SEL) programs—Character Strong and Caring School Community—to evaluate their effectiveness in supporting student engagement, belonging, and well-being. This pilot reflects the district's commitment to continuous improvement and to identifying a coherent, research-based approach to SEL. Once our pilot concludes in May of 2026, we will be purchasing a new curriculum for 2026/2027 school year.

While no changes were made to the actions themselves, the district will continue to refine implementation through ongoing feedback, data analysis, and collaboration with educational partners to ensure effectiveness and responsiveness to student and family needs.

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	Panorama Education Survey	Students in grades 3-8 will take a social-emotional survey to provide feedback to MESD regarding safety and belonging.	$13,500.00	No
3.2	Family Engagement Specialist at Lomita Park	With the Big Lift grant the Millbrae Elementary School District received from the San Mateo County Office of Education, MESD hired a Family Engagement Specialist. The Family Engagement Specialist works with families to increase attendance, reduce chronic absenteeism, and promote family and community partnerships in the area of literacy. There will be an emphasis on Hispanic students at Lomita Park, understanding barriers to consistent attendance, and providing resources for families.	$6,300.00	No
3.3	Positive Behavior Interventions and Supports (PBIS)	All school sites in MESD implement Positive Behavioral Interventions and Supports (PBIS) as a schoolwide framework to promote safe, inclusive, and supportive learning environments. PBIS is an evidence-based, multi-tiered system that integrates data, systems, and practices to improve student behavior and outcomes. The framework emphasizes prevention through the explicit teaching and modeling of expected behaviors, rather than relying on punitive approaches. Schools monitor implementation and effectiveness using tools such as the Tiered Fidelity Inventory (TFI), which measures the extent to which core PBIS practices are consistently applied across sites.	$3,911.00	No
3.4	Reducing Suspension Rates	Using Positive Behavior Interventions and Supports (PBIS) and restorative practices, schools create a positive school climate. When students act in an unsafe way, schools will use interventions such as student study teams and counseling to help students make better choices. Whenever possible, site administrators will provide consequences that do not take away from students' time in the classroom and provide alternatives to suspension. Taylor Middle School will track suspension data and attempt to reduce suspension rates for historically under-represented students, including Pacific Islander students.	$0.00	No

Action #	Title	Description	Total Funds	Contributing
3.5	Family & Community Engagement	MESD will continue to utilize multiple communication platforms, including the district website, ParentSquare, and social media, to engage and inform families about the importance of regular attendance and social-emotional learning (SEL). The district will also provide family education opportunities focused on SEL and student well-being. In addition, MESD will continue to expand opportunities for family involvement, including increased volunteer opportunities at school sites, to strengthen connections between our families and school sites and promote a greater sense of belonging within our Millbrae community.	$12,000.00	Yes
3.6	Electives and Clubs at Taylor	Taylor Middle School has expanded student engagement opportunities through both clubs and elective offerings. The school currently offers approximately 8–10 student clubs that meet during lunch and after school, including clubs such as Middle Eastern Club, Chemistry Club, and Yearbook. Several clubs are supported through partnerships with community organizations, including the Interact Club in collaboration with the Millbrae Rotary Club and robotics experiences supported by Mills High School. Taylor also conducted a student survey to better understand interests and increase engagement in elective programming. Based on student feedback, new elective options such as Cultural Appreciation and Public Speaking were added. Additionally, the structure of elective offerings was refined by combining the 7th and 8th grade elective wheels to provide more flexibility and access to a broader range of courses. Students continue to have opportunities to participate in elective wheel courses as well as select year-long electives aligned to their interests, including band, orchestra, broadcasting, drama, and Spanish. These updates are designed to increase student voice, expand choice, and strengthen student engagement and connection to school.	$479,895.00	No
3.7	Positive/Welcoming Attendance Strategies	Schools will continue to promote the importance of regular attendance by fostering welcoming and supportive environments that encourage students to come to school consistently. Staff will reinforce that being present in class is essential for learning, even if students arrive late. Schools will	$863.00	No

Action #	Title	Description	Total Funds	Contributing
		prioritize understanding and addressing barriers to attendance by working closely with families and connecting them to appropriate resources and supports. Targeted efforts will focus on student groups identified through data, including English Learners at Taylor Middle School, students identifying as Two or More Races at Taylor Middle School, and Hispanic students at Lomita Park School. Through proactive outreach, relationship-building, and responsive supports, the district aims to improve attendance and ensure all students have equitable access to learning opportunities.		
3.8	School Attendance Review Team (SART) /School Attendance Review Board (SARB)	For students with more significant attendance concerns, students and their families are invited to participate in a School Attendance Review Team (SART) meeting at the school site. During these meetings, staff work collaboratively with families to understand individual circumstances and barriers to consistent attendance, provide resources and supports, and develop attendance plans that may include incentives for improved attendance. If attendance concerns persist, students and families may be referred to the School Attendance Review Board (SARB), which includes district office representatives and community partners. SARB meetings provide additional layers of support, accountability, and access to resources to address ongoing attendance challenges and improve student outcomes.	$0.00	No
3.9	School Counselors	When students need more support socially or behaviorally, counselors can meet with students in a small group or individually as a Tier II intervention. They can support classroom teachers for students with behavioral or academic issues.	$536,856.90	Yes
3.10	Social Emotional Learning (SEL) Lessons	We are continuing to strengthen our approach to Social-Emotional Learning (SEL) through multiple aligned efforts. The Curriculum Advisory Committee purchased a new SEL program- Character Strong- to further support a coherent, districtwide approach. At the elementary level, some sites are implementing the Harper for Kids Pyramid of Success, using fiction texts and read-alouds to teach social-	$50,000.00	No

Action #	Title	Description	Total Funds	Contributing
		emotional skills and reinforce character development. Teachers also integrate SEL practices into daily instruction to support student well-being and connection. At the middle school level, students receive dedicated SEL instruction during advisory periods, providing structured time to build skills related to self-awareness, relationship-building, and responsible decision-making. These efforts reflect the district's commitment to creating inclusive, supportive learning environments that promote student engagement, well-being, and a strong sense of belonging.		
3.11	Millbrae Education Foundation (MEF) Sparks Curiosity	The Millbrae Education Foundation (MEF) supports student curiosity and engagement by funding enrichment opportunities across the district. This includes partnerships with programs such as CamEdu, which provides hands-on STEM learning experiences. Through this program, engaging instructors visit classrooms districtwide multiple times throughout the year, helping to spark student interest, creativity, and exploration in science and technology.	$151,593.75	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
4	MESD will provide integrated and designated English language development instruction, improving English language acquisition and academic achievement among our English Learner (EL) students. The percentage of students who achieve at least one year of growth from the previous English Language Proficiency Assessment for California (ELPAC) or are redesignated as a fluent English proficient student will increase from the prior year.	Focus Goal

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement)
Priority 4: Pupil Achievement (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

The Millbrae Elementary School District developed this goal to strengthen English language development (ELD) programs and improve academic outcomes for multilingual learners. This goal was established in response to identified gaps in English proficiency and academic achievement, as measured by federal, state, and local indicators, and reflects the district's commitment to ensuring all multilingual learners have equitable access to grade-level content.

The district recognized the need for a more coherent and consistent approach to integrating language development across all content areas. By embedding ELD within core instruction and leveraging collaborative Professional Learning Team (PLT) structures, the district aims to ensure that language development is a shared responsibility and that instructional practices are aligned to support both language acquisition and academic success.This goal was also developed to address the diverse linguistic backgrounds and varying levels of English proficiency among students. A focus on professional learning supports educators in implementing culturally and linguistically responsive instruction, using data to monitor student progress, and adjusting instruction to meet student needs.

Additionally, the district identified the importance of family and community engagement in supporting multilingual learners. Expanding access to translation services, outreach, and communication ensures that families can actively participate in their child's education and supports stronger home-school partnerships.

Finally, recognizing the connection between attendance and language development, this goal includes a focus on reducing barriers to consistent attendance to ensure students have access to daily instruction and opportunities to build language proficiency.

Overall, this goal was developed to create a comprehensive, equitable system that supports multilingual learners in achieving English proficiency and academic success.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	English Language Proficiency Assessment for California (ELPAC)	In the 23-24 school year, 21% of students score at a level 4 or above on the ELPAC.	We are currently awaiting results of the 24-25 summative ELPAC administration. ETS is reporting 99.14% of all eligible multilingual students and 100% of all students who were administered the alternate summative ELPAC have taken the assessment for the the 24-25 school year.	24-25 Summative ELPAC 21.09% scored level 4 or above on ELPAC	30% or more students will score at a level 4 or above on the ELPAC	Gain of .09%
4.2	Reclassification Rates (RFEP)	In the 22-23 school year, 16% of English Language learners were reclassified. MESD just completed ELPAC testing for all the English Language Learners and we should receive results back from the state in the summer of 2024.	In the 23-24 school year 17.82% of all eligible English Language learners were reclassified. MESD recently completed ELPAC testing for all the English Language Learners. Results will be published this summer.	Based on the 24-25 summative ELPAC results the Reclassification Rate is 16.47%	25% of English Language learners will be reclassified	Gain of .47% in Reclassification Rate.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.3	Parent and Family Engagement State Local Indicators	In Priority 3, Parent and Family Engagement Local Indicators, MESD's self assessment was a 4 (on a scale of 1 to 5) in the areas of developing the capacity of staff to build trusting and respectful relationships with families, creating welcoming environments for all families in the community, supporting staff to learn about each family's strengths, cultures, languages, and goals for their children, and developing multiple opportunities for the LEA and school sites to engage in 2-way communication between families and educators using language that is understandable and accessible to families.	In Priority 3, Parent and Family Engagement Local Indicators, MESD's self assessment was a 4 (on a scale of 1 to 5) in the areas of developing the capacity of staff to build trusting and respectful relationships with families, creating welcoming environments for all families in the community, supporting staff to learn about each family's strengths, cultures, languages, and goals for their children. In developing multiple opportunities for the LEA and school sites to engage in 2-way communication between families and educators using language that is understandable	In Priority 3, Parent and Family Engagement Local Indicators, MESD's self assessment was a 4 (on a scale of 1 to 5) in the areas of developing the capacity of staff to build trusting and respectful relationships with families, creating welcoming environments for all families in the community, supporting staff to learn about each family's strengths, cultures, languages, and goals for their children, and developing multiple opportunities for the LEA and school sites to engage in 2-way communication between families and educators using language that is understandable	In Priority 3, Parent and Family Engagement Local Indicators, MESD's self assessment will be a 5 (on a scale of 1 to 5) in the areas of developing the capacity of staff to build trusting and respectful relationships with families, creating welcoming environments for all families in the community, supporting staff to learn about each family's strengths, cultures, languages, and goals for their children, and developing multiple opportunities for the LEA and school sites to engage in 2-way communication between families and educators using language that is understandable	Maintain-Parent and Family Engagement State Local Indicators: Creating welcoming environments for families is a 4. Parent and Family Engagement State Local Indicators: Developing capacity of staff to build trusting relationships is a 4. Parent and Family Engagement State Local Indicators: Supporting staff to learn about each family's strengths is a 4. Maintain- Parent and Family Engagement State Local Indicators: Developing multiple opportunities for the LEA and school sites to engage in 2-way communication declined from a 4 to a 4.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			and accessible to families we are a 3.	and accessible to families.	and accessible to families.	
4.4	CDE Dashboard	According to the CDE Dashboard, 54% of English learners were making progress during the 2022–2023 school year, representing a 2.9% decline from the previous year.	According to the CDE Dashboard, 65.5% of English learners were making progress in the 2023-2024 school year, reflecting an 11.4% increase from the previous year.	According to the CDE Dashboard, 57.7% of English learners were making progress during the 2024-2025 school year.		Gain- English learners improved overall performance on the CDE dashboard by 3.7%

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.

Students across all sites received integrated English Language Development (ELD) instruction to support language acquisition and access to grade-level content. Professional learning was provided at some sites to strengthen integrated and designated ELD strategies, including the use of language scaffolds within core instruction. Site teams also began to incorporate ELD-focused discussions within Professional Learning Team (PLT) structures.

Overall, implementation of integrated ELD occurred as planned; however, implementation of designated ELD varied greatly across sites. Staffing capacity, competing site priorities, and scheduling constraints impacted the consistency and delivery of designated ELD instruction. As a result, a key difference between planned and actual implementation was the need for additional focus on strengthening systems to ensure consistent, protected time for designated ELD. To address these challenges, the district is refining coaching and site-based collaboration structures to more intentionally support ELD. Moving forward, sites will prioritize strengthening designated ELD instruction and will work to more intentionally address the language development needs of multilingual learners. PLT teams will focus on using data to guide instruction, and engage in ongoing cycles of inquiry to monitor progress over time. Professional learning will continue to support teacher capacity through lesson design, modeling, implementation, and reflection to strengthen both integrated and designated ELD practices.

Despite these challenges, several successes were evident. Early indicators from ELPAC results show student growth, and site-based coaching and PLT conversations increasingly center on supporting multilingual learners through both language and content instruction. The

district also began strengthening data use by incorporating ELPAC domains and classroom-based formative assessments into instructional planning.

Overall, Year 2 of the LCAP cycle for the 25/26 school year implementation reflects progress in building systems and increasing focus on multilingual learner supports, with continued emphasis needed on strengthening consistency and fidelity of designated ELD 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.

Action 4.6 – ELPAC Assessments
Of the $55,950 budgeted, $21,765 was expended. This variance is primarily due to adjustments in assessment administration, including the use of trained district and site staff to conduct testing rather than additional contracted support. Additionally, efficiencies in scheduling and administration reduced overall costs.
Action 4.2- Professional Learning at Lomita Park
Of the budgeted $6,375, there were no expenditures recorded during the fiscal year. This variance occurred because the planned professional learning activities were either provided through other funding sources or postponed to the following school year.
Overall, expenditures were lower than anticipated while still ensuring required ELPAC assessments were completed and multilingual learners were appropriately supported.

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

Actions to support multilingual learners through integrated and designated ELD instruction have demonstrated varying levels of effectiveness across MESD. Integrated ELD has shown positive impact, particularly at sites where teachers engaged in professional learning and collaborated in PLTs to embed language supports into core instruction. In these classrooms, students have demonstrated increased engagement and improved access to grade-level content, contributing to incremental gains in language development.

In contrast, the effectiveness of designated ELD has been more limited due to inconsistent implementation. While some students received targeted instruction aligned to their English proficiency levels, challenges related to staffing, scheduling, and competing priorities impacted consistent delivery across sites. As a result, progress toward increasing ELPAC growth and redesignation rates has been uneven. In response, the district will continue to strengthen support for multilingual learners by building teacher capacity in both integrated and designated ELD. Professional learning will emphasize the use of Universal Design for Learning (UDL) alongside explicit instruction aligned to ELD standards. Coaching and collaborative planning will support teachers in implementing effective instructional strategies to meet diverse language needs. Additionally, the district will continue to strengthen multilingual paraprofessional support to increase access to small-group and in-class language development. Expanded resources and supports for newcomer students will also be prioritized to better meet the needs of students at the earliest stages of English language acquisition.

Overall, while integrated ELD actions have been effective in improving access and engagement, continued focus is needed to strengthen the consistency and effectiveness of designated ELD to accelerate progress toward multilingual learner outcomes.

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.

Following reflection on implementation and student outcomes, MESD will continue to strengthen support for multilingual learners while maintaining the overall goal. The district will increase support to sites to more closely monitor ELPAC domain growth, redesignation rates, and the implementation of designated ELD across all sites. While progress has been made, the district has not yet met its goal of establishing consistent, protected time for designated ELD, and this remains an area of ongoing focus.

To strengthen monitoring and alignment to state accountability, an additional metric has been included to track English Learner performance using California School Dashboard data. This will allow for more targeted monitoring and improved responsiveness to student needs. Key actions will be refined to improve consistency and effectiveness. MESD will provide more targeted professional learning aligned to Universal Design for Learning (UDL) and ELD standards to support differentiated instruction for multilingual learners within core content areas. Particular emphasis will be placed on building the capacity of certificated teachers, who are best positioned to integrate language development with daily instruction across content areas.

The district will also expand support for multilingual paraprofessionals and increase access to newcomer-specific curriculum and resources to better meet the needs of students at early stages of English language development. These refinements are intended to address variability in program delivery, strengthen alignment between language development and academic content, and accelerate language growth and academic success for multilingual learners.

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	Professional Learning	Provide professional learning opportunities to certificated teachers and paraprofessionals in the area of integrated and designated English Language Development (ELD) district adopted. ELD standards aligned instructional materials ELA/ELD Wonder and Amplify will be utilized for central portions of ELD instruction. Supplementary materials: Imagine Learning and Benchmark Rigor will support language development within the district. In addition, we provide training for teachers to support our newcomers and long-term English Learners. During the upcoming 26-27 school year professional learning opportunities will focus on training opportunities to be delivered within the first six to eight weeks of school.	$5,414.53	Yes

Action #	Title	Description	Total Funds	Contributing
4.2	Professional Learning specifically focused on Lomita Park Elementary School	Utilize established teacher collaboration opportunities to provide specific professional learning in the area of ELD at Lomita Park Elementary School. The El Coordinator will facilitate teacher collaboration time at Lomita Park Elementary School to calibrate ELA and ELD Essential Standards. PLTs will establish common formative assessments for progress monitoring of multilingual students.	$1,375.00	No
4.3	Designated & Integrated ELD Services	English Learners receive integrated ELD instruction across all sites, with ongoing efforts to strengthen designated ELD. While the district's goal is to implement a consistent 30-minute designated ELD block at all schools, this was not implemented during the current year and remains an area of future focus. The district did not move forward with the planned pilot of a designated ELD block and recognizes the need to more intentionally plan for scheduling, staffing, and site-level supports to make this possible. Moving forward, the district will work toward identifying feasible structures to incorporate designated ELD within the instructional day. Multilingual paraprofessionals continue to support classroom instruction, providing assistance across proficiency levels, including for newcomer and long-term English Learners. At the middle school level, targeted courses for long-term English Learners remain in place to support the development of speaking, listening, reading, and writing skills in English.	$506,832.90	Yes
4.4	Chronic Absenteeism Support and Intervention Initiatives	Coordinate attendance compliance efforts with San Mateo County Office of Education and collaborate with the Family Engagement Specialist at Lomita Park Elementary. Implement attendance incentive programs and educational outreach for students and families to reinforce the importance of regular attendance. Strengthen the SARB/SART process by incorporating referral and support services aimed at promoting positive attendance habits. These efforts will primarily focus on Taylor Middle School and Lomita Park Elementary.	$0.00	No

Action #	Title	Description	Total Funds	Contributing
4.5	Family and Community Engagement	Parent Education series designate a portion of PTA/PTO, SSC, ELAC, and DELAC meetings (3 times a year) to provide parent training. Topics to include: advocacy, student attendance, and parent engagement. Provide translators at each school and the central office for the majority of languages spoken by the parent community within the district. Family engagement committee to welcome new EL families and provide another family that may speak the same language to be a resource or point of contact.	$469.00	No
4.6	ELPAC Assessments	The district will continue to provide trained examiners to administer Initial and Summative ELPAC assessments in alignment with federal and state requirements. In the coming year, the district will enhance this group of examiners to ensure greater capacity, consistency, and timely administration of assessments across all sites, with the goal of minimizing the need to pull multilingual support staff away from instruction.	$22,201.30	Yes

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
$1509816	$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
5.998%	0.000%	$0.00	5.998%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.3	**Action:** Tier II Reading instruction **Need:** Based on our local data on the CA Dashboard, MESD has identified that our EL and low income students score below the district average in reading. **Scope:**	To support our students in increasing their reading scores, MESD provides Tier II small-group instruction from a credentialed reading specialist at each elementary school, specifically prioritizing EL and low-income students. We believe this is the best use of supplemental funds because it provides explicit instruction in reading in a small group setting for our EL and low-income students. We believe that this will lead to improved student outcomes for EL and low-income students.	We will use local measures including 1.5 DIBELS and 1.1 Star Reading to measure progress.

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
	Schoolwide	This action is offered on a schoolwide basis because early identification and intervention for students reading below grade level is a critical component of a strong Tier 1 and Tier 2 system of support. While the targeted small-group instruction is designed for students who are not yet meeting standards, the overall benefit extends to all students in the following ways: Improved classroom instruction; Smaller group sizes in the classroom; Strengthened multi-tiered systems of support (MTSS); Professional learning for all staff. Positive impact on school culture and achievement: By addressing academic gaps proactively, the school creates a culture of support and growth that ultimately lifts overall student performance.	
2.7	**Action:** Intervention Support **Need:** State and local assessment data show that English Learners, Foster Youth, and low-income students have lower proficiency rates in both English Language Arts and math. This achievement gap is attributed, in part, to the need for more consistent, intensive, and explicit instruction. Inconsistent attendance among these student groups is also a contributing factor, as it can disrupt learning continuity and hinder academic progress. Targeted actions to support and improve student attendance are outlined in Goal 3.	To address these challenges, low income and multilingual students who are not meeting benchmark levels will receive targeted Tier II support from reading specialists and instructional aides. Each school site is staffed with a six-hour intervention paraprofessional, and Lomita Park will have two intervention paraprofessionals, one of whom is funded through Title I resources. With class sizes of up to 26 students in the primary grades and 32 students in the upper grades, intervention support in a small group will provide students with differentiated and targeted instruction. We will also provide some intervention after school for multilingual and low income students so they are pulled from the general education classroom for less time. We believe this is the best use of LCFF funds because these interventions provide targeted instruction in a small	1.2 CAASPP ELA and 2.1 Math CAASPP scores, local assessments including 1.5 Dibels and 1.1 STAR Reading and Math.

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
	Scope: LEA-wide	group setting. We hope to have an increased percentage of students meeting standards based on state and local assessments. We are offering this on a district-wide basis at all schools in order to maximize available services to support student learning. Providing inclusive intervention supports supports the social emotional well being of all students as well as efficient use of human resources.	
3.5	**Action:** Family & Community Engagement **Need:** Data from our ParentSquare platform indicates that families whose primary language is not English are less likely to access and read school messages compared to English-speaking families. This trend is further supported by findings from the Spring 2025 Panorama Survey, where multilingual families reported lower levels of feeling informed and connected to their school communities. These data points highlight ongoing language access barriers and reinforce the need for intentional, multilingual communication strategies to ensure all families are meaningfully engaged. **Scope:** LEA-wide	To strengthen family engagement, we continue to prioritize multilingual communication across the district. As of 2026, all school sites, including Lomita Park, consistently send messages to families in both English and Spanish. The use of ParentSquare has further strengthened this effort, as the platform includes built-in translation features that allow families to receive communication in their primary language. Additionally, our district and school websites offer translation tools to ensure greater access to information. The addition of a .20 FTE Family Engagement Coordinator has further expanded outreach, family support, and connections between home and school. By removing language as a barrier, we aim to foster stronger connections between schools and families—particularly among our English Learner (EL) community. Increased engagement from EL families supports student attendance, participation, and ultimately academic achievement. These efforts reflect our broader commitment to equitable access and inclusive school-home partnerships.	Parent Square Data collected by Director of Technology Services and 3.1 Panorama Survey.

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
		This action is offered on an LEA-wide basis because English Learner families are present at every school site, and equitable communication is essential to ensuring that all families—regardless of language background—can access important information, participate in school events, and advocate for their children's needs. Investing in multilingual communication systems and translation services is a strategic use of funds, as it removes a systemic barrier that disproportionately affects EL families. When families are informed and engaged, students are more likely to attend school regularly, feel supported, and succeed academically. These efforts strengthen the home-school connection across the district and promote a more inclusive and effective educational environment for all students.	
3.9	**Action:** School Counselors **Need:** As of 2025, MESD serves two foster youth students at Lomita Park. Foster youth often require a variety of essential supports to help them feel safe, secure, and cared for. School counselors play a key role in providing consistent access to trusted adults and facilitating connections to additional services and resources. Similarly, many low-income students face challenges in meeting basic needs such as	Counseling services play a vital role in supporting student attendance, social-emotional development, and academic achievement. Counselors meet with students individually or in small groups, depending on specific needs. For foster youth and low-income students, counselors often provide regular weekly check-ins to offer consistent support and build trusted relationships. These ongoing interactions give our foster and low income students additional individualized attention beyond the classroom and help address both academic and emotional challenges.	3.6 Overall Attendance rates, 1.1 STAR Reading for Foster Youth and Low Income Students, 1.2 CAASPP ELA, 2.1 CAASPP Math

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
	food, clothing, and stable housing. These concerns can impact their emotional well-being and make it difficult to fully engage in academic learning. Local data, including student grades and STAR Reading assessments, indicate that both foster youth and low-income students are performing below district averages. These outcomes highlight the importance of continued investment in targeted academic supports, access to mental health resources, and programs that address the broader needs of our most vulnerable student populations. **Scope:** LEA-wide	By closely monitoring progress and maintaining regular contact, counselors aim to improve outcomes—particularly in attendance and proficiency in English language arts and math—for our low income students. This action is offered on an LEA-wide basis because students with social-emotional and academic needs are present across all school sites. Providing equitable access to school counseling services ensures that no matter the campus, students can receive timely, personalized support. Investing in counseling services is a strategic and high-leverage use of funds, as it directly addresses barriers to learning, promotes engagement, and supports whole-child development. The impact of consistent counselor-student relationships extends beyond individual students, contributing to a more positive and supportive school climate districtwide.	

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
4.1	**Action:** Professional Learning **Need:**	The actions are designed to address identified needs by building staff capacity to better support at-risk, long-term, and newcomer multilingual learners through targeted professional learning and enhanced instructional resources. Specialized	The district's local measures for the past three years support this statement. We will look at local and state 1.2 ELA

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	For the 2025–26 school year, district data and ongoing progress monitoring continue to highlight the need for focused support for multilingual learners as they progress toward reclassification and long-term academic success. While many students successfully reclassify, analysis of local data shows that some RFEP students continue to perform below their English-only peers in core ELA and mathematics, indicating the need for sustained monitoring and targeted academic support after reclassification. At the middle school level, student performance trends also suggest the importance of strong articulation from elementary to secondary settings, with some student groups demonstrating greater need for intervention and academic language development as they transition to more rigorous coursework. Additionally, review of ELPAC administration and student performance data indicates that academic and domain-specific vocabulary remains a significant barrier for some students, particularly in the Writing and Speaking domains. Students who do not yet fully comprehend grade-level content vocabulary may struggle to access writing prompts, explain academic ideas, and demonstrate language proficiency during performance tasks. Educational partner feedback, including input from DELAC and site teams, continues to	training for certificated staff and classified paraprofessionals strengthens understanding of effective ELD practices, academic language development, scaffolding strategies, and interventions aligned to student language proficiency levels. Expanded access to online curriculum and supplemental instructional tools (such as Imagine Learning) provides additional support for Level 1 and newcomer students who require accelerated language development and greater access to core instruction. These resources help students build foundational English skills while engaging with grade-level content. Together, these actions create a more responsive and inclusive system of support that improves instruction, increases access, and promotes stronger academic outcomes for multilingual learners.	CAASPP data for our EL and re-classified students. In addition, for the 25-26 school year, we will incorporate progress monitoring formative assessments in the area ELD that are embedded within our ELD Wonders curriculum that have been revamped for the next school year.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	emphasize the importance of professional learning for staff in integrated and designated ELD, academic language development, effective use of ELPAC and reclassification data, and instructional strategies that strengthen Tier 1 access for multilingual learners. To address these needs, the district will continue a cycle of continuous improvement that includes data review, staff reflection, targeted professional learning, and ongoing collaboration to ensure multilingual learners are supported from enrollment through reclassification and beyond. **Scope:** Limited to Unduplicated Student Group(s)		
4.3	**Action:** Designated & Integrated ELD Services **Need:** Designated & Integrated ELD Services – Updated for 2025–26 California requires that English Language Development (ELD) be provided as a core instructional program for multilingual learners, with student progress measured through the ELPAC and other state accountability indicators. District review of student achievement data continues to show that multilingual learners perform below overall district averages in ELA and mathematics, reinforcing the need for strong integrated and	The actions are designed to address identified needs by strengthening the consistency, visibility, and effectiveness of designated ELD across the district. Establishing a clearly defined and protected designated ELD block ensures that multilingual learners receive targeted language instruction aligned to their English proficiency levels, rather than relying solely on language support embedded within core ELA instruction. This creates dedicated time for explicit teaching of language skills students need to access grade-level learning. In addition, a districtwide focus on designated ELD creates opportunities for teachers to collaborate through Professional Learning Teams, engage in cycles of inquiry, and refine instructional practices	4.1 ELPAC data, 1.1 Star Reading, 1.2 ELA CAASPP data, Performance on teacher report cards.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	designated ELD systems that accelerate language development while ensuring access to grade-level content. While state summative data provides important outcome measures, the district continues to identify a need for stronger local systems to monitor progress in ELD throughout the year. Ongoing development of essential standards, progress monitoring tools, and common measures for designated ELD remains an area of focus in order to better track student growth, inform instruction, and respond quickly to student needs. Implementation during the 2024–25 school year demonstrated progress, while also confirming that districtwide consistency in designated ELD instruction and assessment systems requires continued attention. This need carries forward into 2025–26 as the district works to strengthen alignment across schools and grade levels. State standards, California Department of Education frameworks, and federal requirements continue to emphasize the importance of designated ELD taught according to students' proficiency levels, in addition to integrated ELD embedded throughout the instructional day. Strengthening these systems will support legal compliance, improve instructional coherence, and help close opportunity and achievement gaps for multilingual learners.	based on student data and evidence of learning. Through this collaborative process, staff can identify effective strategies, share best practices, and continuously improve outcomes for multilingual learners. The continued development of essential standards, common learning targets, and progress monitoring tools for ELD will provide clearer expectations for instruction and stronger systems for measuring growth throughout the year. Together, these actions build a more coherent and responsive model of support that advances language development, strengthens access to core academics, and improves achievement for multilingual learners.	

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)		
4.6	**Action:** ELPAC Assessments **Need:** This action item remains two-fold and continues to address both student achievement needs and the efficient delivery of services for multilingual learners. 1. Strengthening Student Outcomes in ELD and Literacy District data, including local literacy measures, benchmark assessments, classroom performance, and report card indicators, continue to demonstrate the need for strong language development systems for multilingual learners. California identifies English Language Development (ELD) as a required instructional program with statewide measures of student progress through the ELPAC. In addition to state data, the district continues to strengthen local progress monitoring systems to better measure student growth throughout the year and ensure timely instructional responses. Explicit, high-quality designated and integrated ELD instruction remains essential to improving language proficiency, literacy achievement, and access to grade-level standards. 2. Maximizing Direct Student Support Through Assessment Systems	The actions are designed to address identified needs by increasing staffing capacity so multilingual learners receive consistent instructional support while the district continues to meet required state assessment obligations. Additional assessment staffing reduces the loss of direct services that can occur when existing support staff are reassigned to testing responsibilities for extended periods of time. This ensures that language development, intervention, and classroom support remain available to students throughout the school year. District data continues to show achievement gaps in core ELA and mathematics between multilingual learners and their English-only peers, highlighting the importance of sustained academic and language support. Student performance trends at the middle school level also reinforce the need for early, targeted intervention and stronger articulation supports as students transition from elementary to secondary grades. By providing additional test examiners and support personnel earlier in the school year, the district can concentrate services for multilingual learners closer to the start of instruction, when establishing routines, accelerating language growth, and addressing unfinished learning are especially critical. This approach increases access to timely support, strengthens continuity of services, and	4.1 ELPAC, 4.2 Reclassification rates, 1.2 ELA CAASPP

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	The district has also identified the importance of balancing state assessment responsibilities with the need for direct student services. Historically, EL coordinators, paraprofessionals, and other trained staff dedicated significant portions of the school year to required testing and compliance tasks, reducing time available for classroom-based language support, intervention, coaching, and professional learning. Implementation of this action during prior years demonstrated clear benefits. The use of additional trained examiners during key testing windows improved the district's ability to meet state and federal assessment requirements while allowing paraprofessionals and support staff to return to direct services earlier. As a result, students received increased access to language development support, small-group instruction, and in-class assistance that may otherwise have been delayed or reduced. For the 2026–27 plan year, the district seeks to continue and refine this model as a strategic investment in multilingual learner success. Sustaining dedicated assessment support while protecting instructional service time will strengthen compliance systems, improve operational efficiency, and expand meaningful support for students on their language development journey. **Scope:** Limited to Unduplicated Student Group(s)	promotes improved academic outcomes for multilingual learners.	

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

N/A

Additional Concentration Grant Funding

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

N/A

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	N/A	NA
Staff-to-student ratio of certificated staff providing direct services to students	N/A	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	25173247	1509816	5.998%	0.000%	5.998%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$2,054,419.63	$642,715.00	$570,684.75	$101,342.00	$3,369,161.38	$2,066,098.10	$1,303,063.28

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	Standards-based Instructional Materials	All	No			All Schools	3 years	$0.00	$225,000.00	$95,000.00	$80,000.00	$41,000.00	$9,000.00	$225,000.00	
1	1.2	Small group reading instruction	All	No			Specific Schools: Green Hills Elementary, Lomita Park Elementary, Meadows Elementary, Spring Valley Elementary K-3	3 years	$0.00	$4,500.00	$2,973.00	$1,527.00			$4,500.00	
1	1.3	Tier II Reading instruction	English Learners Low Income	Yes	Schoolwide	English Learners Low Income	Specific Schools: Green Hills, Lomita Park, Meadows, Spring Valley, Taylor	3 years	$895,578.00	$0.00	$536,529.00	$142,540.00	$127,667.00	$88,842.00	$895,578.00	
1	1.4	Professional Learning	All	No			All Schools	3 years	$0.00	$4,500.00			$4,500.00		$4,500.00	
1	1.5	Phonics Instruction	All	No			Specific Schools: Lomita Park Elementary K-2	3 years	$0.00	$5,500.00		$5,500.00			$5,500.00	
1	1.6	Assessment and Monitoring	All	No			Specific Schools: Green Hills	3 years	$0.00	$46,029.00	$24,529.00	$12,000.00	$8,000.00	$1,500.00	$46,029.00	

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
							Elementary, Lomita Park Elementary, Meadows Elementary, Spring Valley Elementary K-5									
1	**1.7**	Family & Community Engagement	All	No			All Schools	1 year	$0.00	$595.00			$595.00		$595.00	
1	**1.8**	Reading support outside of the school day/year	All	No				1 year	$1,000.00	$0.00	$0.00	$1,000.00			$1,000.00	
1	**1.9**	Big Lift Summer Academy 2025	Multilingual, homeless, foster and at risk.	No			All Schools	1 year	$50,000.00	$0.00	$0.00		$50,000.00		$50,000.00	
2	**2.1**	Standards-based Instructional Materials	All	No			All Schools	3 years	$0.00	$63,167.00	$53,300.00	$9,867.00			$63,167.00	
2	**2.2**	Professional Learning Teams (PLT) Weekly Meetings	All	No			All Schools	3 years	$0.00	$0.00	$0.00				$0.00	
2	**2.3**	Site Guiding Coalition Teams	All	No			All Schools	3 years	$0.00	$341.00	$341.00				$341.00	
2	**2.4**	Professional Development	All	No			All Schools	3 years	$0.00	$9,822.00		$9,822.00			$9,822.00	
2	**2.5**	Differentiated Instruction in Mathematics- Students below grade level standards and students with disabilities	Students with Disabilities Students below grade level	No			All Schools	3 years	$43,418.00	$0.00	$43,418.00				$43,418.00	
2	**2.6**	Differentiated Instruction in Mathematics- Students above grade level standards	All Students above grade level	No			All Schools	3 years	$0.00	$750.00	$750.00				$750.00	
2	**2.7**	Intervention Support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools TK-8	3 years	$0.00	$227,351.00	$150,000.00	$77,351.00			$227,351.00	
2	**2.8**	Family & Community Engagement	All	No			All Schools	3 years	$0.00	$398.00			$398.00		$398.00	
2	**2.9**	Develop a plan to ensure MESD is annually submitting their local indicators to the California Department of Education.	All	No			All Schools	3 years	$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
2	2.10	Develop a plan to have MESD no longer be in differentiated assistance.	All	No			All Schools	3 years	$0.00	$0.00	$0.00				$0.00	
3	3.1	Panorama Education Survey	Students in grade 3-8	No			All Schools	3 years	$0.00	$13,500.00	$13,500.00				$13,500.00	
3	3.2	Family Engagement Specialist at Lomita Park	All	No				1 years	$6,300.00	$0.00		$0.00	$6,300.00	$0.00	$6,300.00	
3	3.3	Positive Behavior Interventions and Supports (PBIS)	All	No			All Schools	3 years	$3,911.00	$0.00	$1,911.00			$2,000.00	$3,911.00	
3	3.4	Reducing Suspension Rates	All	No			All Schools	3 years	$0.00	$0.00	$0.00				$0.00	
3	3.5	Family & Community Engagement	English Learners	Yes	LEA-wide	English Learners	All Schools	3 years	$0.00	$12,000.00	$10,000.00		$2,000.00		$12,000.00	
3	3.6	Electives and Clubs at Taylor	Taylor Middle School Students	No			Specific Schools: Taylor Middle School	3 years	$0.00	$479,895.00		$301,733.00	$178,162.00		$479,895.00	
3	3.7	Positive/Welcoming Attendance Strategies	All	No			All Schools	3 years	$0.00	$863.00	$863.00				$863.00	
3	3.8	School Attendance Review Team (SART) /School Attendance Review Board (SARB)	Students with Disabilities Students with Chronic Absenteeism	No			All Schools	3 years	$0.00	$0.00	$0.00				$0.00	
3	3.9	School Counselors	Foster Youth Low Income	Yes	LEA-wide	Foster Youth Low Income	All Schools	3 years	$536,856.90	$0.00	$536,856.90				$536,856.90	
3	3.10	Social Emotional Learning (SEL) Lessons	All	No			All Schools	3 years	$0.00	$50,000.00	$50,000.00				$50,000.00	
3	3.11	Millbrae Education Foundation (MEF) Sparks Curiosity	All	No			All Schools	1 year	$0.00	$151,593.75			$151,593.75		$151,593.75	
4	4.1	Professional Learning	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	3 years	$0.00	$5,414.53	$5,414.53				$5,414.53	
4	4.2	Professional Learning specifically focused on Lomita Park Elementary School	All	No				1 year	$0.00	$1,375.00	$0.00	$1,375.00			$1,375.00	
4	4.3	Designated & Integrated ELD Services	English Learners	Yes	Limited to Unduplicated Student Group(s	English Learners	Specific Schools: Lomita Park Elementary	3 years	$506,832.90	$0.00	$506,832.90				$506,832.90	

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
					)		PK-5									
4	**4.4**	Chronic Absenteeism Support and Intervention Initiatives	All	No			All Schools	3 years	$0.00	$0.00	$0.00				$0.00	
4	**4.5**	Family and Community Engagement	All	No				3 years	$0.00	$469.00	$0.00		$469.00		$469.00	
4	**4.6**	ELPAC Assessments	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	3 years	$22,201.30	$0.00	$22,201.30				$22,201.30	

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
25173247	1509816	5.998%	0.000%	5.998%	$1,767,834.63	0.000%	7.023 %	**Total:**	$1,767,834.63
								LEA-wide Total:	$696,856.90
								Limited Total:	$534,448.73
								Schoolwide Total:	$536,529.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	**1.3**	Tier II Reading instruction	Yes	Schoolwide	English Learners Low Income	Specific Schools: Green Hills, Lomita Park, Meadows, Spring Valley, Taylor	$536,529.00	
2	**2.7**	Intervention Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools TK-8	$150,000.00	
3	**3.5**	Family & Community Engagement	Yes	LEA-wide	English Learners	All Schools	$10,000.00	
3	**3.9**	School Counselors	Yes	LEA-wide	Foster Youth Low Income	All Schools	$536,856.90	
4	**4.1**	Professional Learning	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$5,414.53	
4	**4.3**	Designated & Integrated ELD Services	Yes	Limited to Unduplicated Student Group(s)	English Learners	Specific Schools: Lomita Park Elementary PK-5	$506,832.90	

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 (%)
4	4.6	ELPAC Assessments	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$22,201.30	

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$3,409,685.17	$3,185,115.29

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**	Standards-based Instructional Materials	No	$158,541.00	223002
1	**1.2**	Small group reading instruction	No	$7,037.00	4299
1	**1.3**	Tier II Reading instruction	Yes	$759,728.00	878306
1	**1.4**	Phonics Instruction	No	$11,321.00	4343
1	**1.5**	Professional Learning	No	2080	3497
1	**1.6**	Assessment and Monitoring	No	$26,830.00	45129
1	**1.7**	Family & Community Engagement	No	$1,485.00	310
1	**1.8**	Reading support outside of the school day/year	No	$33,404.00	1000
1	**1.9**	Big Lift Summer Academy 2025	No	$50,000.00	50000
2	**2.1**	Standards-based Instructional Materials	No	$148,399.00	63017

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.2	Professional Learning Teams (PLT) Weekly Meetings	No	$0.00	760
2	2.3	Site Guiding Coalition Teams	No	$341.00	0
2	2.4	Professional Development	No	$16,778.00	9560
2	2.5	Differentiated Instruction in Mathematics- Students below grade level standards and students with disabilities	No	$4,702.00	100
2	2.6	Differentiated Instruction in Mathematics- Students above grade level standards	No	$2,793.17	100
2	2.7	Intervention Support	Yes	$651,914.00	220729
2	2.8	Family & Community Engagement	No	$398.00	500
2	2.9	Develop a plan to ensure MESD is annually submitting their local indicators to the California Department of Education.	No	$0.00	0
2	2.10	Develop a plan to have MESD no longer be in differentiated assistance.	No	$0.00	0
3	3.1	Panorama Education Survey	No	$13,500.00	14500
3	3.2	Family Engagement Specialist at Lomita Park	No	$6,300.00	1655
3	3.3	Positive Behavior Interventions and Supports (PBIS)	No	$3,911.00	0
3	3.4	Reducing Suspension Rates	No	$0.00	0

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
3	3.5	Family & Community Engagement	Yes	$10,288.00	11800
3	3.6	Electives and Clubs at Taylor	No	$226,327.00	457043
3	3.7	Positive/Welcoming Attendance Strategies	No	$2,863.00	0
3	3.8	School Attendance Review Team (SART) /School Attendance Review Board (SARB)	No	$0.00	0
3	3.9	School Counselors/Psychologists	Yes	$481,488.00	526330.29
3	3.10	Social Emotional Learning (SEL) Lessons	No	$3,091.00	600
3	3.11	Millbrae Education Foundation (MEF) Sparks Curiosity	No	$220,000.00	144375
4	4.1	Professional Learning	Yes	$11,545.00	5500
4	4.2	Professional Learning specifically focused on Lomita Park Elementary School	No	$6,375.00	0
4	4.3	Designated & Integrated ELD Services	Yes	$491,827.00	496895
4	4.4	Chronic Absenteeism Support and Intervention Initiatives	No	$0.00	0
4	4.5	Family and Community Engagement	No	$469.00	0
4	4.6	ELPAC Assessments	Yes	$55,950.00	21765

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)
1506078	$1,801,668.00	$2,161,325.41	($359,657.41)	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.3	Tier II Reading instruction	Yes	$400,679.00	878306		
2	2.7	Intervention Support	Yes	$350,179.00	220729.12		
3	3.5	Family & Community Engagement	Yes	$10,000.00	11800		
3	3.9	School Counselors/Psychologists	Yes	$481,488.00	526330.29		
4	4.1	Professional Learning	Yes	$11,545.00	5500		
4	4.3	Designated & Integrated ELD Services	Yes	$491,827.00	496895		
4	4.6	ELPAC Assessments	Yes	$55,950.00	21,765		

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)
24373883	1506078	0.00	6.179%	$2,161,325.41	0.000%	8.867%	$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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