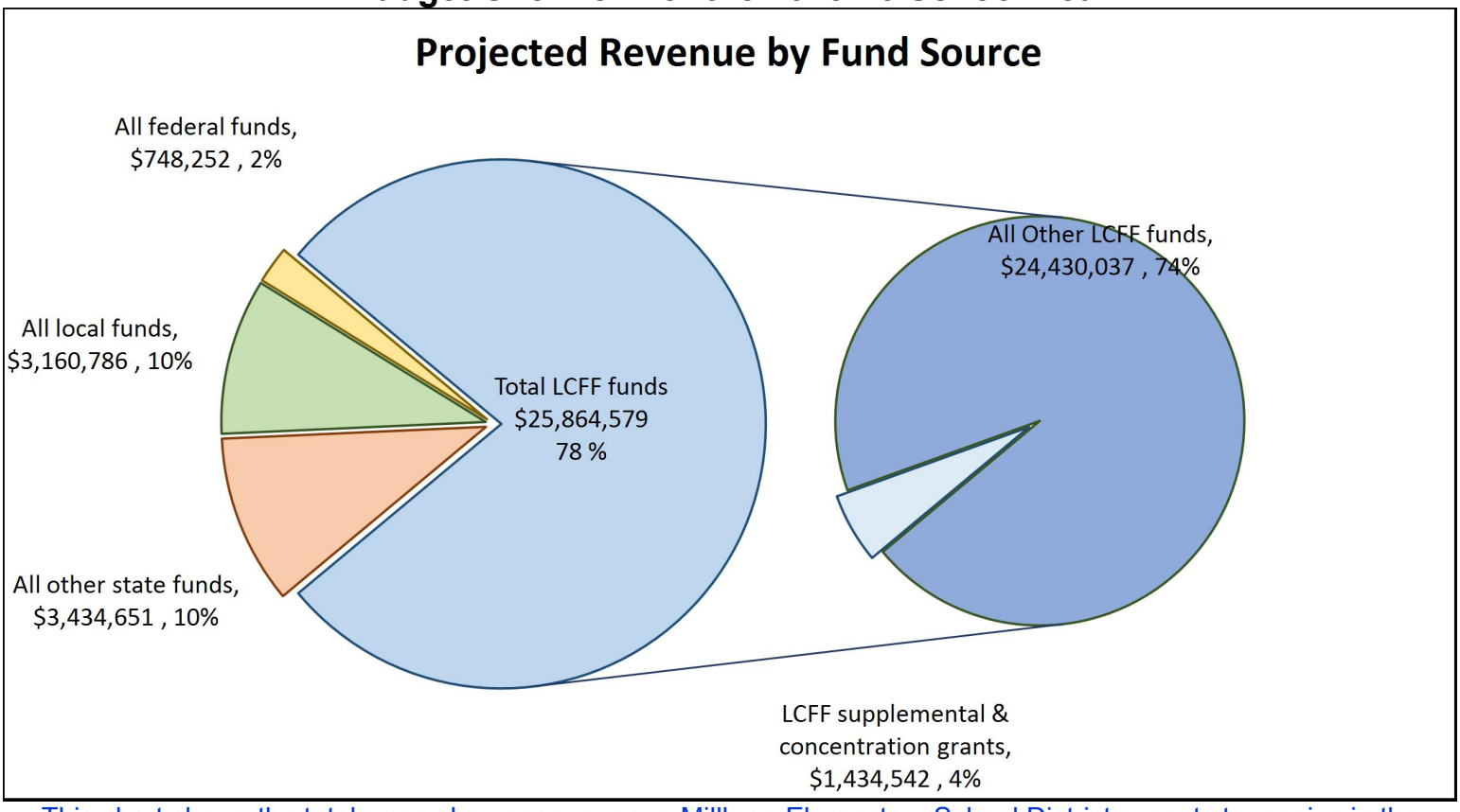
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Millbrae Elementary School District
CDS Code: 41689730000000
School Year: 2025-26
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 2025-26 School Year

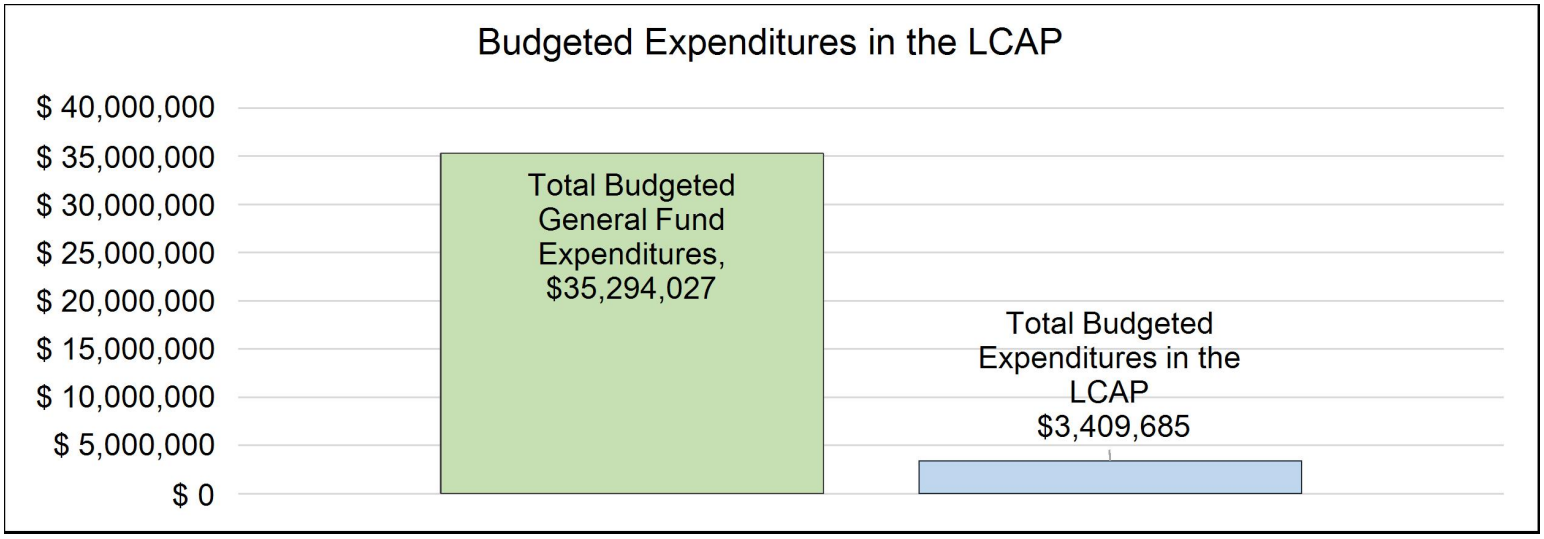


This chart shows the total general purpose revenue Millbrae Elementary School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Millbrae Elementary School District is $33,208,268, of which $25,864,579 is Local Control Funding Formula (LCFF), $3,434,651 is other state funds, $3,160,786 is local funds, and $748,252 is federal funds. Of the $25,864,579 in LCFF Funds, $1,434,542 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 2025-26. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Millbrae Elementary School District plans to spend $35,294,027 for the 2025-26 school year. Of that amount, $3,409,685.17 is tied to actions/services in the LCAP and $31,884,341.83 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

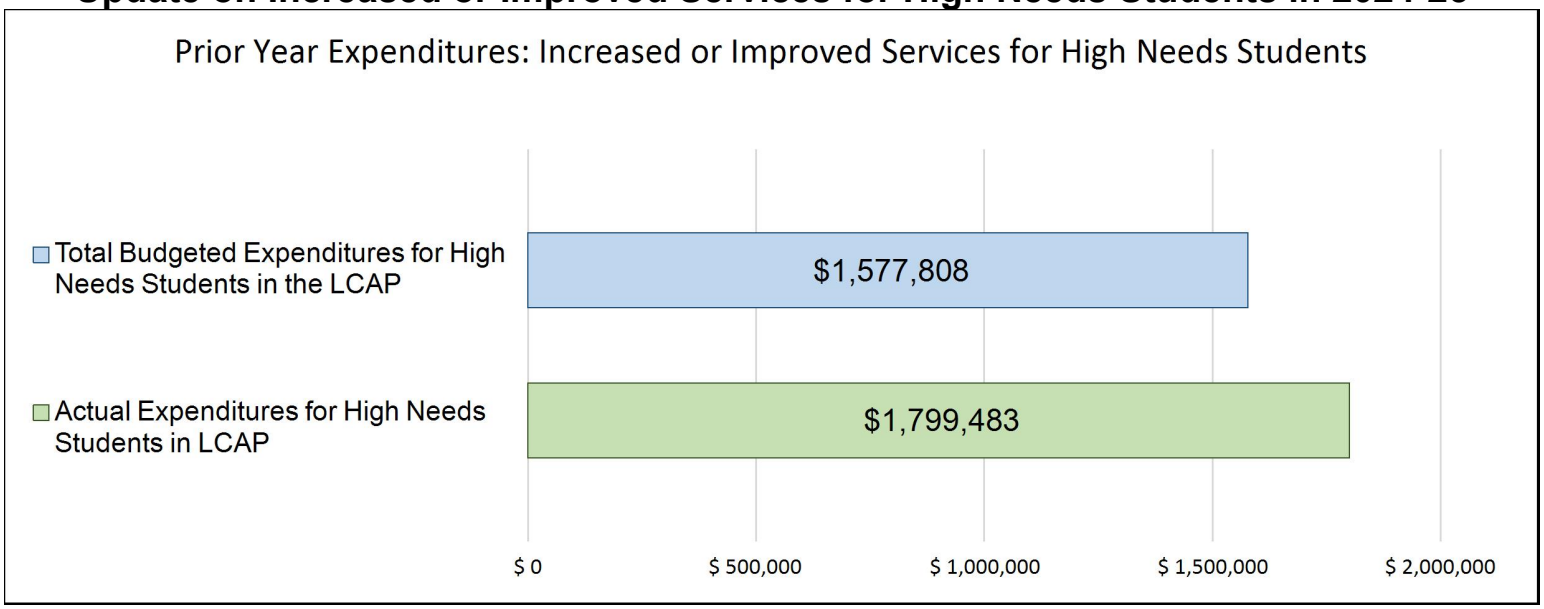
Facility maintenance & repairs, employee salaries and benefits, retirement contributions, technology infrastructure.

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

In 2025-26, Millbrae Elementary School District is projecting it will receive $1,434,542 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 $1,801,668 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2024-25



This chart compares what 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 2024-25, Millbrae Elementary School District's LCAP budgeted $1,577,808 for planned actions to increase or improve services for high needs students. Millbrae Elementary School District actually spent $1,799,483 for actions to increase or improve services for high needs students in 2024-25.

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	lhickey@millbraesd.org (650) 697-5693

Plan Summary [2025-26]

General Information

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

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 2,100 students. The district is composed of four elementary schools—Green Hills, Lomita Park, Meadows, and Spring Valley—which all 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 22,071. The local economy includes a mix of retail, restaurants, service businesses, and hotels. MESD maintains strong partnerships with the City of Millbrae, collaborating with the Sheriff's and Fire Departments, the Millbrae Library, and the Department of Parks and Recreation on various programs.

Community Support
MESD benefits from a wide network of community support, including contributions and involvement from:

Millbrae Rotary and Lions Clubs

Peninsula Chinese Business Association

Millbrae Community Foundation

Parent-Teacher Associations/Organizations at each school

Millbrae Education Foundation

Community Growth and Enrollment Trends
Recent development in Millbrae includes the Gateway at Millbrae Station, a mixed-use project featuring business, retail, and residential spaces. The Rollins at Gateway, currently under construction, will offer affordable housing with priority placement for veterans.

MESD has experienced steady growth in Transitional Kindergarten (TK) enrollment. Beginning in the 2024–2025 school year, TK will be available at all four elementary schools. Despite this growth, overall district enrollment is projected to decline:

2024: 2,056 students

2025: 2,037 students

2026: 1,985 students

2027: 1,931 students

2028: 1,882 students

2029: 1,870 students

The district does not anticipate a return to pre-pandemic enrollment levels within the next five years.

Student Demographics which are derived from the latest data available through our Student Information System, Synergy, as of Spring 2025. MESD serves a diverse and dynamic student body:

46.4% Asian

20.4% Hispanic

14.2% White

8.5% Two or more races

7.1% Filipino

2.1% Pacific Islander

Additionally, 25.2% of students are socioeconomically disadvantaged, 19% are English Learners, and 1% are classified as homeless. While these figures vary slightly year to year, the overall demographic makeup has remained relatively stable.

Millbrae's five schools serve a diverse student population. Below is a summary of current enrollment and key demographic indicators:

Lomita Park Elementary
Enrollment: 289 students

49.1% Socioeconomically Disadvantaged

39.8% English Learners

0.7% Foster Youth

Meadows Elementary
Enrollment: 332 students

18.7% Socioeconomically Disadvantaged

16.9% English Learners

Green Hills Elementary
Enrollment: 336 students

17.6% Socioeconomically Disadvantaged

23.8% English Learners

Spring Valley Elementary
Enrollment: 382 students

19.9% Socioeconomically Disadvantaged

16.5% English Learners

Taylor Middle School
Enrollment: 724 students

22.8% Socioeconomically Disadvantaged

11.9% English Learners

Funding and Financial Support
MESD is funded through the Local Control Funding Formula (LCFF), which ties funding to Average Daily Attendance (ADA). Ensuring strong student attendance is vital to maintaining and maximizing district resources.

The recently approved Measure A Parcel Tax will generate over $900,000 annually for the next nine years. The district also benefits from generous community partnerships, such as:

Millbrae Education Foundation: Provides funding for elementary physical education and middle school music programs.

Peninsula Chinese Business Association (PCBA): Donated over $50,000 in 2022–2023 to support Lomita Park's STEAM program.

Academic Performance and District Priorities
MESD is committed to academic excellence. On the California School Dashboard, the district performs in the high range for both English Language Arts and Math. However, achievement gaps persist:

Students with disabilities perform in the very low range.

Hispanic and socioeconomically disadvantaged students perform in the low range.

Addressing these disparities is a district priority and is reflected in MESD's strategic goals.

Beyond academics, MESD places a strong emphasis on social-emotional learning (SEL). Each school is staffed with dedicated counselors and offers comprehensive SEL programs that support students' emotional well-being. The district remains committed to providing all students with a safe, healthy, and engaging learning environment, supported by a rigorous, standards-aligned curriculum.

Vision and Mission
MESD is guided by a clear and student-centered vision:

Nurturing emotional intelligence

Fostering a passion for learning

Creating innovative learning environments

Connecting learning to real-world experiences

These values are embedded in the district’s four LCAP (Local Control and Accountability Plan) goals, which prioritize equity, opportunity, and academic success for all students.

Reflections: Annual Performance

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

As we begin the 2025-2026 school year, we reflect on the work done over the past year to develop a stronger, more targeted Local Control and Accountability Plan (LCAP). Our focus remains on improving student outcomes, addressing equity gaps, and aligning our budget with the most impactful strategies.

The district-level LCAP team, formed in early 2024, includes:

Superintendent
Chief Business Officer
Director of Fiscal Services
Director of Educational and Administrative Services
Special Education Director
Human Resources Director
MTSS Coordinator
EL Coordinator
Executive Assistant to the Superintendent
Site Administrators

Beginning in September of 2024, the team met weekly to revise our LCAP to align with student needs, stakeholder feedback, and measurable outcomes.

A key priority was ensuring that our revised LCAP is clear, measurable, and tied directly to data-driven actions. Using the California School Dashboard, we identified key performance areas in need of improvement, particularly those marked in red indicators, and developed strategies to address them.

A New Approach to LCAP Budgeting
Previously, the LCAP budget encompassed a large portion of the district’s overall budget, making it appear much larger than typical LCAP budgets. Since staffing accounts for about 85% of a school district's total budget, we shifted our approach this year to focus the LCAP budget specifically on staffing and expenditures directly tied to goal actions.

As a result, while the total reported LCAP budget appears lower than in previous years, this does not mean the district is investing fewer resources into our goals—only that the budget is now reported in a more precise and targeted way.

The LCAP team looked at the 2023 Dashboard data and analyzed areas where MESD is in the red indicator to develop the LCAP and specific actions to address these areas. These included:

Student Groups in LEA
Pacific Islander: Suspension Rates
Students with Disabilities: Math Academic Performance

Student Groups within Schools
Lomita Park Elementary: English Learner - English Learner Progress, Hispanic Students - Chronic Absenteeism
Taylor Middle School: Multiple Races- Chronic Absenteeism, English Language Learners, Multiple Races- Chronic Absenteeism

Key Improvements and Ongoing Areas of Focus
When reviewing the 2024-2025 LCAP, we made strategic refinements while maintaining continuity in our core priorities:

Academic Achievement remains a primary focus, so Reading continues as a stand-alone goal, recognizing the need for stronger literacy outcomes.
Lomita Park Elementary (LP) showed progress, improving from two red indicators to just one red student group: Socioeconomically Disadvantaged students in English Language Arts (ELA).
Taylor Middle School (TMS) also improved, now having just one red indicator: Chronic Absenteeism for Students with Disabilities.
Millbrae Elementary School District (MESD) will participate in the Big Lift Literacy Grant in collaboration with the San Mateo County Office of Education to further support early literacy efforts.
The Family and Community Engagement goal was integrated into each goal rather than being a stand-alone goal.
The Attendance goal was expanded to include social-emotional learning (SEL) and student engagement, recognizing their essential role in student success.
Given that 32% of MESD students are English Learners (ELs), we retained a dedicated EL goal to support their progress.
Additionally, while we saw overall improvement in suspension rates for Pacific Islander students, we continue to see red indicator status for Students with Disabilities in Mathematics—an area that remains a high priority for intervention and support.

As we turn our attention to the targeted Areas for 2025-2026. As part of our data-driven approach, we analyzed Dashboard data to identify priority areas for continued improvement:

District-Level Progress and Challenges

Pacific Islander students improved – Suspension rates are no longer in the red.
Students with Disabilities – Math academic performance remains in the red and is a continued focus area.

School-Specific Progress and Challenges

Lomita Park Elementary (LP):
Improved overall performance in red indicators from the 2023 Dashboard to the 2024 Dashboard.
Now has only one red indicator: Socioeconomically Disadvantaged students in ELA

Taylor Middle School (TMS):
Improved overall performance from the 2023 Dashboard to the 2024 Dashboard.
Now has one red indicator: Chronic Absenteeism for Students with Disabilities

Looking Ahead to 2025-2026
As we move forward, we are committed to closing achievement gaps, improving student engagement, and ensuring equity across all student groups. Our refined LCAP goals and data-driven approach will allow us to better support students in academic achievement, attendance, social-emotional well-being, and overall success.By continuing to collaborate with families, educators, and community partners, we will strengthen our schools and provide every student with the resources they need to thrive. We are proud of the progress made in the past year and excited to build on this momentum in 2025-2026.

Fiscal Planning
If Millbrae receives any LREBG funds in the 2025–2026 school year, we plan to conduct a comprehensive needs assessment and incorporate the findings into our 2026–2027 LCAP.
To meet state planning requirements, MESD does not anticipate having any unexpended Learning Recovery Emergency Block Grant (LREBG) funds remaining for the 2024–2025 school year.

Reflections: Technical Assistance

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

The Millbrae Elementary School District (MESD) is currently in Differentiated Assistance due to local indicators not being submitted to the California Department of Education (CDE) website for the past two years.

To support our improvement efforts, our partners at the San Mateo County Office of Education (SMCOE) met with us to outline goals and provide guidance based on our Year 2 eligibility, as well as explore potential ongoing support. Additionally, our Director of Educational Services continues to work closely with SMCOE for LCAP writing support to ensure alignment with state priorities and district needs

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	-Family and Community Input via the Panorama Survey administered in March of 2025 helped us better understand barriers to involvement, shaping actions tied to family engagement and access to services. -Aligning LCAP Priorities with Panorama Survey Results-The survey data helped ensure our LCAP goals were rooted in stakeholder voice, directly addressing identified needs such as: Increasing student sense of belonging and safety. Improving -Tier 1 instruction and academic rigor-Strengthening interventions and mental health supports -Monitoring Progress Over Time- By comparing results across survey windows, we've been able to track growth in specific areas (e.g., improved school connectedness or staff perceptions of collaboration), and adjust actions accordingly.
School Principals	-During weekly principal meetings, draft LCAP goals were shared and refined through collaborative dialogue. ---We reviewed and discussed the LCAP process and emerging data on multiple occasions, including meetings on 3/10, 3/17, 3/24, and 3/31. -These sessions provided site leaders the opportunity to reflect on school-level data, share trends and insights, and offer feedback on proposed actions and metrics. -This iterative process ensured that the LCAP reflects both district-wide priorities and the realities of our individual school communities.

Educational Partner(s)	Process for Engagement
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 4/11/25 and Lomita Park staff meeting on 4/16/25 the LCAP goals and strategies were discussed and parents and staff were provided opportunities to provide input.
Green Hills Elementary School Parents & Staff	At the Green Hills Principal Coffee on 4/23/25 and Staff Meeting on 4/11/25 the LCAP goals and strategies were discussed and parents and staff were provided opportunities to provide input.
Spring Valley Elementary School Parents & Staff	At the Spring Valley Principal Coffee on 4/11/25, and the Staff Meeting on 4/9/25 the LCAP goals and strategies were discussed and parents and staff were provided opportunities to provide input.
Taylor Middle School Parents	At the Taylor Principal Coffee on 4/29/25, the LCAP goals and strategies were discussed and parents were provided opportunities to provide input.
Meadows Elementary School Parents & Staff	At the Meadows Principal Coffee on 4/18 and at the Staff Meeting on 5/7/25, the LCAP goals and strategies were discussed and parents were provided opportunities to provide input.
Millbrae Education Association	At the monthly meeting with the teachers' bargaining unit on May 6, 2025 the LCAP goals and strategies were discussed and parents were provided opportunities to provide input.
Taylor Middle School Leadership Students	Panorama student survey administered in March of 2025, 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 Parent Advisory Committee (PAC)	-The District English Language Advisory Committee (DELAC) met on 1/28, 2025, 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	-In March of 2025, all teachers received the opportunity to complete a Panorama survey. -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 March 2025, 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 6, 2025, 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 17, 2025 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:

Educational Partner(s)	Process for Engagement
	Tuesday, December 10, 2024 – Positive Behavioral Support Strategies (including attendance, homework strategies, and the importance of routines) Thursday, March 20, 2025 – Transition Planning (Preschool to TK, Middle, and High School) Thursday, May 15, 2025 – Summer Resources (overview of district and local resources) Families of students with disabilities were engaged in all three sessions, with the highest attendance at the Transition Planning night. 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.

During the spring of 2025, feedback from educational partners—including DELAC, site principals, certificated and classified staff, students, and families—played a pivotal role in shaping the final LCAP. Their input contributed to a clearer articulation of goals, a stronger focus on Tier 1 instruction and academic intervention, and the integration of professional learning aligned with Universal Design for Learning (UDL) and social-emotional well-being. Additionally, feedback highlighted the need to enhance communication and family engagement, leading to more targeted actions under Goal 3:

Action 3.5 Increase family engagement through workshops and events. Based on family input requesting more flexible scheduling, we expanded workshop offerings to include evening and weekend sessions, as well as virtual options. Enhance parent education opportunities. Parents requested more relevant and actionable topics. We revised the curriculum to include sessions on mental health, digital safety, and navigating special education services.

Action 3.9: Expand mental health and wellness supports. Families noted a lack of awareness about existing services. In response, we launched a community-facing wellness resource hub and hosted informational nights with school counselors and community partners.

The adopted LCAP reflects this collaborative input and embodies a shared commitment to advancing equity, academic achievement, and engagement across all Millbrae Elementary School District schools.

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 has developed this LCAP goal to ensure that all students receive effective literacy instruction that addresses key components that are the foundation for all learning. These elements are crucial for developing strong reading and comprehension skills, which are fundamental for academic success across all subjects. By centering instruction around these essential components, the district aims to equip students with the necessary tools to become proficient readers and lifelong learners.

This goal targets the needs of multilingual learners, particularly those who may take longer than six years to gain English proficiency, by focusing on high-quality literacy instruction that emphasizes phonics, phonological awareness, fluency, vocabulary, and comprehension. Additionally, by ensuring that all students receive comprehensive literacy support, regardless of language background, the district promotes equity and inclusion, ultimately fostering a supportive learning environment for multilingual learners which will positively impact chronic absentee rates.

The actions incorporated in this goal provide resources and workshops to families, offering guidance on how to support literacy at home, regardless of language proficiency. By fostering strong partnerships between schools and families, the district can create a supportive ecosystem where parents feel empowered to reinforce literacy skills outside of the classroom. This collaborative approach not only enhances the educational experience for multilingual learners but also strengthens the bond between families and schools, leading to improved academic outcomes for all students.

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%.		Each grade level's Spring reading results of percentage on grade level will increase by 2% per year.	Gain 85% increased from baseline by 0.03
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.		The ELA CAASPP proficiency rate will increase by 3% overall district-wide, and by 10% at Lomita Park Elementary School.	Gain 65.39% increased from baseline of 2.77%.
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	100% Completed		100% of students have access to their own copies of standards-aligned instructional materials	Maintained as all students continue to have access.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		use at school. We do not yet have a baseline of students' access to electronic copies at home.			(including print and electronic) for use at school and at home	
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 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 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 supporting staff to learn about each family's strengths, cultures, languages, and goals for their		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	Maintained in all areas with the exception of 2 way communication which declined from a 4 to a 3.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			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.		between families and educators using language that is understandable and accessible to families.	
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.		Target to be set after the adoption of mCLASS DIBELS as our Reading Difficulties Screener	No Baseline Set

Goal Analysis [2024-25]

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

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

The district successfully provided training on the FastBridge assessment system to support data-driven instruction. Additionally, ongoing professional learning opportunities have been offered to deepen teachers' understanding of the science of reading. The district transitioned to the FastBridge earlyReading screener for winter assessments, equipping teachers with actionable data. Additional training on interpreting and utilizing FastBridge data reports is scheduled to further strengthen data-informed literacy instruction. A district-wide fidelity checklist is being developed in collaboration with Dr. Chad Slife, ensuring consistent implementation of tiered intervention strategies. This checklist is being refined through discussions and site visits. Reading specialists have played a crucial role in supporting literacy instruction. Additionally,

teachers have been encouraged to collaborate in unpacking essential standards and developing formative assessments to align instruction with best practices.

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

Actions 1.1, 1.6, and 1.8: We overspent in curriculum materials due to our strategic shift toward the Science of Reading and the instructional demands associated with our Big Grant Literacy Focus. These investments were necessary to align resources with updated literacy priorities and programmatic goals.

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

The training provided to teachers has increased their understanding of structured literacy practices, phonemic awareness, and systematic phonics instruction. Educators have reported greater confidence in implementing evidence-based reading strategies. Improved instructional approaches are beginning to be observed in classrooms, particularly in phonics and phonological awareness instruction. The adoption of FastBridge has enhanced early identification of students at risk for reading difficulties, allowing for more targeted interventions. As a result, our staff have been able to make more data-driven decisions, improving intervention strategies and aligning support services more effectively. Reading specialists have played a key role in coaching teachers, modeling best practices, and delivering targeted small-group instruction. Our K-2 students receiving additional reading support have demonstrated some progress in foundational literacy skills, particularly those in early grade levels (K).

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.

Updates to the 25/26 LCAP:

No substantive changes are being made to the actions in LCAP goal 1. The development of a district-wide Tier 1 fidelity checklist and structured supports has helped standardize instructional expectations. In the coming year, we expect our sites to begin using this framework to ensure consistency in high-quality literacy instruction. It is expected that our staff will become more intentional in differentiating instruction and using intervention strategies before referring students to intensive supports. Challenge: While professional development has been provided, the level of implementation varies across classrooms. Some teachers are fully integrating the structured literacy approach, while others need additional support. Continued coaching, modeling, and accountability measures will be necessary to ensure fidelity to best practices across all sites. Competing instructional priorities have made it difficult to ensure ongoing engagement with literacy-focused professional development. Offering embedded coaching and collaborative planning time for teachers may help sustain engagement and reinforce effective instructional shifts.

In aligning our metrics to increased and improved service actions, we are unable to determine baseline data for STAR renaissance subgroups- EL and Low Income. 25/26 Assessment calendar updates will reflect a change in the spring STAR benchmark window. Moving forward it will close mid May as opposed to late May to capture end of the year results for LCAP reporting. Additionally, we are incorporating mCLASS DIBELS into our assessment system as our adopted Reading Difficulties Screener for K-2 in compliance with AB 114.

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)	$158,541.00	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.	$7,037.00	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	$759,728.00	Yes
1.4	Phonics Instruction	Students in Kindergarten and 1st grade receive phonics instruction on a daily basis.	$11,321.00	No
1.5	Professional Learning	Professional Development (especially with Big Lift actions, ELD, MTSS) in the area of Tier 1 best practices.	$2,080.00	No
1.6	Assessment and Monitoring	Assessment and monitoring efforts include administering the Reading Difficulties Screener and early literacy screenings. This involves transitioning from FastBridge to mCLASS DIBELS (Big Lift) to support data-driven instruction and intervention. Additionally, reading specialists and paraprofessionals play a key role in providing targeted support.	$26,830.00	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	$1,485.00	No

Action #	Title	Description	Total Funds	Contributing
		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.		
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.	$33,404.00	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, 2025.	$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.

Our goal is to ensure that all students receive high-quality, standards-based differentiated instruction, with at least 80% demonstrating proficiency in grade-level essential standards each year. This goal is grounded in a deep understanding of our students' needs and a commitment to their academic growth.

The Millbrae Elementary School District established this goal for the following reasons:

Collaborative Learning Environment
Teachers in the Millbrae Elementary School District are committed to continuous improvement through weekly Professional Learning Team (PLT) meetings. These meetings provide a dedicated space for data-driven discussions, where teachers analyze student performance and develop targeted learning objectives to enhance instruction.

Data-Driven Instruction
To ensure precision in teaching, educators create common formative assessments aligned with essential standards. These assessments provide valuable insights into student progress, helping teachers adjust whole-group and small-group instruction to address specific learning needs effectively.

Differentiation for Every Learner
Recognizing the diverse learning needs of our students, teachers use ongoing assessments to guide differentiated instruction. By adapting teaching strategies, materials, and support based on individual learning styles and proficiency levels, every student receives the personalized instruction necessary for success.

Informative Summative Assessments
Summative CAASPP data serves as a key tool for measuring student achievement trends. Educators use this data to reflect on instructional practices, refine teaching strategies, and address specific areas where students need additional support.

Targeted Mathematics Instruction
To ensure math proficiency and support diverse learners, we place a strong emphasis on targeted interventions for students with disabilities in mathematics. By providing specialized resources and instructional strategies, we aim to close achievement gaps and help all students build confidence and competence in math.

Through the implementation of this goal, we are committed to fostering a learning environment where every student can reach their full potential, equipped with the knowledge and skills necessary for success in school and beyond.

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 were proficient or above. 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.		The Math CAASPP proficiency rate will increase by 3% overall districtwide, and 8% for students with disabilities.	Gain 62.55% increased from baseline by 0.015 Declined 19.28% decreased from baseline by %5.16
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	Year 1 outcomes remain undetermined as we work to finalize summative assessments that are aligned to essential standards.		By the end of the school year, 80% of students will be meeting grade level standards as measured by summative local assessments.	Undetermined

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		teachers to track and report the data.				
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 (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.	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 (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		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 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	Maintained at a 4 Declined from a 4 to a 3

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			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 have not yet mastered was a 3.		standards they have not yet mastered.	
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	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		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	Maintained at a 4 Declined from a 4 to a 3

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		engage in 2-way communication between families and educators using language that is understandable and accessible to families.	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 and accessible to families we are a 3.		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.	

Goal Analysis [2024-25]

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

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

The implementation of this plan focused on ensuring all students benefited from standards-based differentiated instruction. A key component involved the regular use of common formative assessments and the collaborative analysis of data within teacher Professional Learning Teams (PLTs). This data, along with statewide mathematics data, was intended to directly inform instructional adjustments and differentiation strategies in the classroom. The overarching goal was for at least 80% of students to achieve proficiency in grade-level essential standards by the end of each academic year, with progress monitored through local formative and summative assessments.

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.

Due to the implementation of the 2025 Summer Academy, Extended School Year (ESY), and the Taylor Summer Bridge program, we are projecting an overage of approximately $290,000 under Goal 2.

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 the reflections on the prior year's implementation, the focus for the upcoming academic year will be on enhancing progress monitoring and providing more robust support for teachers, rather than making significant changes to the core actions or metrics.he reflections on the previous year highlighted the fundamental soundness of the planned actions – standards-based differentiated instruction aligned to Universal Design for Learning (UDL), the use of common formative assessments, and collaborative data analysis within PLTs – as well as the appropriateness of the established metric of at least 80% student proficiency on local summative assessments. Therefore, the coming year will not involve substantive alterations to these foundational elements. Instead, the emphasis will be on ensuring more effective implementation through closer progress monitoring and targeted teacher support.

The goal of ensuring all students receive standards-based differentiated instruction remains central, with a reinforced focus on the consistent and high-quality application of these strategies across all classrooms. The primary metric of at least 80% of students demonstrating proficiency on local summative assessments will continue to serve as the key indicator of success. No new metrics will be formally introduced at this time. The target outcome of at least 80% proficiency remains the benchmark for student achievement. While the core actions remain the same, the approach to their implementation will be strengthened through:

A more systematic and frequent approach to monitoring the implementation of differentiated instruction and the utilization of assessment data will be implemented. This may involve more regular classroom observations (with a focus on support, not evaluation), check-ins with PLTs, and analysis of benchmark assessment data to identify trends and areas needing attention. Recognizing that effective implementation requires ongoing support, the coming year will prioritize providing teachers with more targeted and accessible resources and assistance. This may include:

-Increased Instructional Coaching: Providing more opportunities for teachers to work directly with instructional coaches who can offer guidance on differentiation strategies, data analysis, and the use of effective instructional practices.

-Facilitated PLT Support: Offering more structured support for PLT meetings, such as providing facilitators, templates for data analysis, and guidance on developing actionable instructional plans.

-Resource Sharing: Developing and sharing a readily accessible repository of high-quality resources and materials to support differentiated instruction across various content areas and learning needs based on Universal Design for Learning (UDL) and McGraw Hill Reveal.

-Targeted Professional Development: Offering professional learning opportunities that are directly aligned with the identified needs and challenges observed during the progress monitoring process aligned to Universal Design for Learning and McGraw Hill Reveal math.

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 is currently undergoing a math curriculum adoption process. During the 2024–2025 school year, teachers will pilot two programs: Illustrative Mathematics and Reveal Mathematics. This adoption process is being guided by the principles of Universal Design for Learning (UDL) in the 25-26 school year to ensure that the selected curriculum supports diverse learners through flexible, inclusive instructional practices. The goal is to adopt a math program that not only aligns with state standards but also reflects our commitment to equity, accessibility, and strong Tier 1 instruction for all students.	$148,399.00	No
2.2	Professional Learning Teams (PLT) Weekly Meetings	Grade-level teams at the elementary schools and course alike teams at the middle school will meet weekly in Professional Learning Teams (PLTs) to create learning targets, write grade-level essential standards, create common formative assessments, analyze ongoing data, determine intervention and supports, and create extensions for students already meeting standards.	$0.00	No

Action #	Title	Description	Total Funds	Contributing
2.3	Site Guiding Coalition Teams	In addition to the grade level and course alike meetings, each school site will have a guiding coalition team or leadership team to determine schoolwide commitments and ensure that the teams are moving forward in creating grade-level standards and developing and analyzing formative and summative data on an ongoing basis.	$341.00	No
2.4	Professional Development	All principals, key district office staff, and select teachers at each site have participated in professional development focused on Universal Design for Learning (UDL) and the implementation of McGraw Hill Reveal Math. These trainings are designed to support equitable, accessible instruction and strengthen Tier 1 practices across the district. In the 2025–26 school year, we plan to expand this work by providing ongoing training opportunities for new administrators and additional classroom teachers. Principals will also continue to receive targeted professional learning throughout the year to deepen their instructional leadership and support site-level implementation of UDL and Reveal Math.	$16,778.00	No
2.5	Differentiated Instruction in Mathematics-Students below grade level standards and students with disabilities	The Millbrae Elementary School District (MESD) is committed to improving math achievement for students with disabilities by implementing targeted support strategies and instructional improvements. Ongoing Professional Development: MESD will provide continuous training for teachers and staff on inclusive teaching strategies, differentiated instruction, and Universal Design for Learning (UDL) principles. Collaboration with Specialists: Educators will work closely with special education experts and math specialists to develop and implement specialized teaching techniques tailored to the needs of students with disabilities. As needed, teachers will modify math curriculum materials to ensure accessibility for all learners. This includes supplemental resources, multiple modalities for accessing core standards, visual aids, and manipulatives to support diverse learning needs. Math-related IEP goals will be aligned with Common Core standards to ensure consistency with grade-level expectations. The special education department will regularly review summative assessment data on math goals to track progress and refine instructional strategies.This	$4,702.00	No

Action #	Title	Description	Total Funds	Contributing
		initiative directly addresses the math achievement gap for students with disabilities, which is currently identified as a red area on the California School Dashboard for MESD. By implementing these strategies, MESD aims to close achievement gaps and provide equitable learning opportunities for all students.		
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.	$2,793.17	No
2.7	Intervention Support	Students who are not meeting grade-level standards will receive Tier I strategies including- reteaching and small group instruction from the classroom teacher. Tier II strategies are also available and include pull-out reading support, push-in support from the intervention para educators, and extended learning time after school and during the summer.	$651,914.00	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

Action #	Title	Description	Total Funds	Contributing
2.9	Develop a plan to ensure MESD is annually submitting their local indicators to the California Department of Education.	MESD qualifies for Differentiated Assistance because the district did not meet the requirement of submitting their local indicators two years in a row. Working with the San Mateo County Office of Education, 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 differentiated assistance.	MESD is in differentiated assistance as a result of not entering the local indicators for two years in a row. Now that the district is working with the San Mateo County Office of Education and cabinet members are aware of the reason we are in differentiated assistance, we have developed an action plan and calendared the yearly process of entering the data.	$0.00	No

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 has crafted the goal of increasing student engagement and decreasing chronic absenteeism rates with a clear understanding of the multifaceted needs of our students at both the elementary and middle school levels. Here's why we have prioritized these objectives:

Academic and Social-Emotional Thriving: At the core of our educational mission is the belief that every student deserves the opportunity to excel not only academically but also socially and emotionally. By fostering a welcoming, inclusive, and safe environment, we aim to create a nurturing atmosphere where students feel valued, supported, and motivated to succeed in all aspects of their development.

Diverse Learning Experiences: We recognize that student engagement is pivotal to academic success. Students are more likely to be engaged when they encounter rich learning experiences that cater to their individual interests, strengths, and aspirations. By offering a diverse range of activities both inside and outside the classroom, we aim to ignite curiosity and passion among our students, empowering them to explore new interests, develop talents, and actively participate in their own educational journey.

Addressing Attendance Challenges: Post-pandemic, attendance has emerged as a significant challenge, particularly among certain demographic groups. Our data, specifically highlighting attendance rates for Hispanic students at Lomita Park School and English Learners (EL) and students from multiple racial backgrounds at Taylor Middle School, underscores the urgency of this issue. These are the three subgroups where MESD is in the red area on the CA Dashboard. Chronic absenteeism not only impedes academic progress but also hampers social-emotional development and overall well-being. By proactively addressing attendance disparities and implementing targeted interventions, we aim to remove barriers to regular attendance and ensure that every student has equal access to educational opportunities and support services.

In essence, our district's goal reflects our unwavering commitment to creating an inclusive and equitable learning environment where all students can thrive academically and socially. Through collaborative efforts involving educators, families, and community stakeholders, we are dedicated to achieving meaningful progress toward these objectives and nurturing the potential of every student in our district.

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% 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% The highest favorable question was, "How positive or negative is the mood at your school?" (57%) The lowest favorable questions		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.	Panorama Survey Results- School Climate: How often are people disrespectful (grades 3-5) 36% (increased from baseline by 0.36) Panorama Survey Results- School Climate: How often do students follow the rules (grades 3-5) 37% (increased from baseline by 0.37) Panorama Survey Results- School Climate: How often do students follow the rules (grades 6-8) 14% (increased from baseline by 0.14) Panorama Survey Results- School Climate: Mood at your school (grades 3-5) 82%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			were,"How often are people disrespectful to others at your school?" (18%) "How well do students follow the rules at your school?" (14%)			(increased from baseline by 0.82) Panorama Survey Results- School Climate: Mood at your school (grades 6-8) 57% (increased from baseline by 0.57)
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.		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.	Gain- Suspension rates have declined. Long term English learners improved from Red to Yellow on the dashboard. All other groups improved as well and are now in the Green or Blue.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
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 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.	9.9% chronically absent Declined 1.8% MESD is no longer in the Red on the 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.		Chronic absenteeism will be reduced and these subgroups will be out of the red area	Gain by reducing on the dashboard in chronic absenteeism rate for Hispanic students at Lomita Park. Gain at Taylor by reducing the absenteeism of English Learners who improved from Red to Orange on the Dashboard. Gain for two or more races on the dashboard are now in the Yellow. Overall, MESD has improved chronic absenteeism with a 9.9% which is a decline of 1.8%.
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	As reported at the School Site Council meeting and through student survey input, Taylor Middle School continues to		MESD will conduct a local audit of elective course offerings and complete a survey of middle school students asking for their input on	Gain- Taylor Middle School has increased Elective Offerings.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		asked middle school students for feedback on elective offerings.	prioritize student voice and choice in elective offerings. 6th Grade Elective Wheel: 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)		elective course offerings.	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Drama Stage Crew (application required) KTLR Broadcast Media (application required) 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		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%.		MESD's overall attendance rate district-wide will be 96% or higher.	Slight Decline from 95.5 % to 95.17% which is an increase of positive attendance of .33%.

Goal Analysis [2024-25]

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

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

MESD remains committed to increasing student engagement and reducing chronic absenteeism by fostering welcoming, inclusive, and safe school environments, and by offering diverse and engaging learning experiences. Throughout the year, schools implemented strategies aligned to this goal, including expanded learning opportunities for TK & K, a focus on Social-Emotional Learning (SEL), and efforts to strengthen positive relationships between students, staff, and families. While many planned actions were implemented as intended, several adjustments were made to respond to evolving site needs. For example, while we initially planned for site-based engagement events on a trimester basis, some schools hosted these more frequently in response to strong family turnout and interest. Additionally, district-wide attendance initiatives were refined mid-year to include more targeted outreach for students with persistent absenteeism, and collaboration with community partners (Sheriff Dept) expanded access to wraparound supports. Challenges includes staffing limitations that impacts the rollout of site-based interventions and ongoing effects of post-pandemic attendance patterns. However, there were notable successes: student participation in extended learning and extracurricular programs continues, and school attendance data indicates improvements. MESD will continue to monitor both state and local indicators, refine implementation strategies, and deepen family partnerships to ensure progress toward this goal.

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

Action 3.8: We underspent in this area because San Mateo County provided funding support for SARB (School Attendance Review Board) meetings, reducing the district’s direct financial responsibility.

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

The actions taken to increase student and family engagement have shown moderate to positive effectiveness to date. Expanded access to enrichment programs, site and district-wide community events, and SEL routines have contributed to a stronger sense of school connectedness, as reflected in local survey data and anecdotal feedback from students and families. Several sites reported improved student participation in school-wide activities and greater family attendance at family events.

Efforts to reduce chronic absenteeism have yielded mixed results. While increased communication with families, personalized outreach, and attendance incentive programs have positively impacted some student groups, overall chronic absenteeism rates remain a challenge, particularly among specific subgroups. These outcomes underscore the need for deeper coordination between school sites, district departments, and external partners.

Moving forward, MESD will focus on refining Tier 1 attendance supports, increasing access to school-based interventions, and continuing to build inclusive learning environments that motivate students to attend and thrive.

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.

Revisions to Goal 3 Actions Based on Family and Community Feedback

As part of our continuous improvement process, Millbrae Elementary School District made several key adjustments to Goal 3 actions in response to feedback from families, site leadership teams, and analysis of both local and state data.

Action 3.5: Increase Family Engagement through Workshops and Events
Families expressed a strong interest in more accessible and meaningful engagement opportunities. In response, we expanded workshop scheduling to include evening, weekend, and virtual sessions, allowing more families to participate regardless of work or other obligations. Additionally, parents requested more relevant and actionable content. We revised the parent education curriculum to focus on high-priority topics such as mental health awareness, digital safety, and navigating special education services, ensuring sessions were responsive to family needs and interests.

Action 3.9: Expand Mental Health and Wellness Supports
Stakeholder input also revealed that many families were unaware of the mental health services available within the district. To address this, we launched a community-facing wellness resource hub and hosted informational nights in collaboration with school counselors and local partners. These events aimed to raise awareness, destigmatize mental health conversations, and connect families to support systems.

Additionally, reflecting on the implementation of Action 3.9, we recognized the importance of aligning our monitoring efforts with state accountability measures. As a result, future metrics will be more closely tied to the California School Dashboard, ensuring transparency and ongoing progress tracking.

To further strengthen student engagement and foster a deeper sense of belonging, MESD will also continue its partnership with Taylor Middle School to expand and diversify elective offerings. This initiative is designed to give students more opportunities to explore their interests, build connections, and grow socially and emotionally.

These targeted adjustments are rooted in family feedback and student voice, and reflect our broader commitment to equity, transparency, and whole-child development.

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

Action #	Title	Description	Total Funds	Contributing
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 will hire a Family Engagement Specialist. The Family Engagement Specialist will work 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 use Positive Behavior Interventions and Supports (PBIS). PBIS is a school-wide framework that aims to create a safe and effective learning environment for all students. PBIS is based on evidence and has three tiers that improve and integrate all the data, systems, and practices that affect student outcomes. PBIS focuses on prevention by explicitly teaching and modeling expected behaviors, rather than punishment. Schools can determine the effectiveness of the framework through the use of the Tiered Fidelity Inventory tool which measures how well school staff apply the core features of school-wide positive behavioral interventions and supports.	$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
3.5	Family & Community Engagement	MESD will Utilize technology (website, ParentSquare, Social Media) to engage and inform families in areas of the importance of attendance and social-emotional (SEL) learning. In addition, MESD will host family	$10,288.00	Yes

Action #	Title	Description	Total Funds	Contributing
		education nights focused on SEL. In addition, MESD will increase parent volunteer opportunities in an effort for families to feel more engaged.		
3.6	Electives and Clubs at Taylor	Taylor Middle School currently has about 8-10 student clubs that meet during lunch and after school, including Middle Eastern Club, Chemistry Club, and yearbook. Two of the clubs are run in partnership with our community organizations. For example, the Interact club is run with support from the Millbrae Rotary Club. The Mills High School Robotics Club works with the Taylor Middle School students. Elective wheels are offered for all middle school students. Students can also choose a year-long elective in place of the elective wheel. The year-long choices are band, orchestra, broadcasting, drama, and Spanish.	$226,327.00	No
3.7	Positive/Welcoming Attendance Strategies	Schools will encourage and welcome students to come to school on a consistent basis. Schools will let students know that being in class is of high importance, even if they are not on time. There will be an emphasis on understanding barriers to consistent attendance and providing resources for families. There will be a focus on the following subgroups: English Language Learners at Taylor, Multiple Race students at Taylor, and Hispanic students at Lomita Park.	$2,863.00	No
3.8	School Attendance Review Team (SART) /School Attendance Review Board (SARB)	For students with more significant attendance issues, students and their families will be invited to the School Attendance Review Team (SART) meeting at the school site. At the meeting, the team will try and understand the family's unique circumstances and barriers to consistent attendance. In addition, they will provide resources for families and develop incentives for improved attendance. If chronic absenteeism continues, students and their families will be invited to a School Attendance Review Board (SARB) meeting which includes district office administration.	$0.00	No

Action #	Title	Description	Total Funds	Contributing
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.	$481,488.00	Yes
3.10	Social Emotional Learning (SEL) Lessons	Elementary teachers use fiction novels to teach social-emotional skills. In addition, they have access to the Second Step curriculum, which is aligned with the Collaborative for Academic, Social, and Emotional Learning (CASEL) framework. Middle school teachers also have access to curriculum and teach social-emotional learning skills during their advisory time on Wednesdays and Thursdays from 11:34 AM-12:09 PM	$3,091.00	No
3.11	Millbrae Education Foundation (MEF) Sparks Curiosity	The Millbrae Education Foundation (MEF) funds support curiosity. Specifically, they support, Cam.edu which promotes STEM Education. Engaging instructors come into each classroom districtwide between 4-8 times a year.	$220,000.00	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 seeks to provide an effective English language development program for multilingual learners. This goal addresses the current academic proficiency gaps for EL students and promotes a broad course of study to achieve fluent English acquisition and academic proficiency as measured by federal, state, and local measures.

Given the priority to provide a linguistic and culturally responsive curriculum, a mastery of English language development skills will be incorporated into all content areas via teacher collaborative meetings. The design and scope of English language acquisition on the part of our multilingual students will be tracked and monitored during these teacher-led sessions or PLTs.

The diversity of languages and varied levels of English mastery among the student population requires a flexible but vectored approach to academic achievement. Professional learning opportunities will serve as the catalyst for these actions and provide a hub to monitor the progress of students. Charting the achievement in near real-time performance, teachers will obtain student performance data to promote language development for their students in all core content.

As the English language is a vehicle to reach subject and content area mastery, continued efforts to promote student attendance by design are compulsory. Attendance incentive programs support language development and achievement. Given the linkage between positive attendance and achievement, specific actions geared to support attendance will be implemented in action steps associated with this focus goal.

In the area of language justice and equity among our parent and community partners, actions that delineate linguistic support will include: informational meetings, translation services, document interpretation, and outreach will be expanded. Action items and metrics providing assurances for community outreach will be implemented. A comprehensive plan for family and community engagement will span across all

goals in the district's LCAP plan. Each goal within this plan will support family and community engagement and, by design, the achievement of our multilingual students.

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.		30% or more students will score at a level 4 or above on the ELPAC	Results have not been released
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	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		25% of English Language learners will be reclassified	Gain of 1.82% in reclassification rate.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		from the state in the summer of 2024.	Learners. Results will be published this summer.			
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		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	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. Decline- Parent and Family Engagement State Local Indicators: Developing multiple opportunities for the LEA and school sites to

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			between families and educators using language that is understandable and accessible to families we are a 3.		between families and educators using language that is understandable and accessible to families.	engage in 2-way communication declined from a 4 to a 3.
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.			Gain- English learners improved overall performance on the CDE dashboard by 11.4%.

Goal Analysis [2024-25]

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

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

Students receive integrated ELD instruction across all sites with the goal of improving English language acquisition and academic achievement for English Learners (ELs). At some sites, teachers engaged in professional learning focused on integrated and designated ELD strategies and language scaffolds to support content-area instruction. However, designated ELD remains an area of challenge districtwide. Staffing shortages, competing site priorities, and scheduling constraints have impacted the consistency and delivery of designated ELD instruction. Addressing these barriers will be a focus moving forward to ensure all EL students receive the targeted language development support they need. Key to addressing the challenges with designated ELD will be a retooling of the coaching and site based PLC work. As stated in the following paragraph, the work of PLC teams should establish a ELD goal that can be monitored and tracked over time. Central to achieving such outcomes will be predicated on a professional learning model that incorporates lesson design demonstration, delivery and analysis for plan years 2 and 3.

Despite these challenges, several successes emerged: student progress on the ELPAC showed early indicators of growth, and site-based coaching and PLC conversations increasingly centered on supporting ELs through both language and content instruction. MESD also

launched efforts to strengthen data-driven ELD instruction using ELPAC domains and classroom-based formative assessment. The district will continue to refine implementation by supporting teacher capacity, monitoring fidelity of ELD instruction, and using student language growth data to inform ongoing improvements.

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.

Actions 4.1, 4.3, and 4.5: We experienced overspending due to an increase in ELPAC testers, professional learning and curricular materials. This additional staffing and materials allowed us to reallocate and target EL support within classrooms, ensuring students receive improved services.

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

Actions to support English Learners through integrated and designated ELD instruction have had varying levels of effectiveness across MESD. Integrated ELD has shown promising impact, particularly at sites where teachers received professional development and collaborated in PLCs to embed language scaffolds into content instruction. Student engagement and access to academic content have improved in these classrooms, contributing to incremental gains in language development.

In contrast, the effectiveness of designated ELD has been limited due to inconsistent implementation. While some students received targeted support aligned to their English proficiency levels, challenges with staffing, scheduling, and prioritization hindered delivery at most sites. As a result, progress toward increasing the percentage of students meeting ELPAC growth targets or achieving redesignation has not been consistent across all schools.

In response, MESD will provide more targeted professional learning around Universal Design for Learning (UDL) to support differentiated instruction for English Learners. Accordingly UDL supports while effective must be coupled with the teaching of the ELD standards using designated ELD instructional strategies. Coaching and professional learning opportunities for certificated staff will promote the effective instruction and student achievement outcomes. The district also plans to strengthen multilingual paraprofessional support, ensuring more consistent small-group and in-class language development assistance. Additionally, we are investing in expanded resources and curriculum for newcomers to better meet the needs of students at the earliest stages of English language acquisition.

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 is making several adjustments to improve support for English Learners in the coming year. While the overall goal remains the same, the district will increase support to sites to more closely monitor ELPAC domain growth, redesignation rates, and the implementation of designated ELD delivery across all sites. Additionally, a new metric has been added to track English learner performance based on data from the CDE Dashboard. This addition aims to provide more targeted monitoring and support for English learners, in alignment with our commitment to continuous improvement.

Key actions will also be strengthened. MESD will provide more targeted professional learning around Universal Design for Learning (UDL) to help teachers better differentiate instruction for English Learners within core content areas. In addition, the district will expand support for multilingual paraprofessionals and certificated teachers, in the form of increase access to newcomer-specific curriculum and resources. These changes are intended to address variability in program delivery, improve alignment between language development and academic content, and ultimately accelerate language growth and academic success for English Learners. Vital to this initiative will be to focus on the professional learning for certificated teachers. By design they have access to all multilingual students during the course the day and best suited to assure program delivery and alignment between language development other core academic content.

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 long-term English Learners. During the upcoming 25-26 school year professional learning opportunities will focus on training opportunities to be delivered within the first six to eight weeks of school.	$11,545.00	Yes
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 EI 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.	$6,375.00	No
4.3	Designated & Integrated ELD Services	English Language learners will receive both designated and integrated ELD. By the 2026-27 school year, a designated 30-minute ELD block of instruction at all schools will be implemented. An initial pilot for a block ELD	$491,827.00	Yes

Action #	Title	Description	Total Funds	Contributing
		section will be initiated at Lomita Park Elementary School for the 24-25 school year. Orient the instructional day to incorporate ELD within a six-hour day. Once the designated ELD time allotment is established, the district's paraprofessional ELD tutors will support the classroom teachers' delivery of the ELD lessons for all levels of English Learners, including newcomers and long-term students. At the middle school level, two classes will be offered specifically for long term English Learners to increase speaking, listening, reading, and writing opportunities in English.		
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
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	Provide for periodic test examiners to administer the initial and summative ELPAC assessments as required for federal and state-mandated compliance.	$55,950.00	Yes

Action #	Title	Description	Total Funds	Contributing

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$1,434,542	$

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
6.323%	0.000%	$0.00	6.323%

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 Fastbridge (DIBELS in Fall 25) 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, 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 ELOP 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	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	targeted instruction in a small 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 school-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 2025, all school sites, including Lomita Park, consistently send messages to families in both English and Spanish. The use of ParentSquare has further supported 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. 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. This action is offered on an LEA-wide basis because English Learner families are present at	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
		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 food, clothing, and stable housing. These concerns can impact their emotional well-	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 students additional individualized attention beyond the classroom and help address both academic and emotional challenges. By closely monitoring progress and maintaining regular contact, counselors aim to improve outcomes—particularly in attendance and	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
	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	proficiency in English language arts and math—for our most vulnerable student populations. 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:** On average, reclassified EL students are one grade level lower in core math and ELA when RFEP students are compared to their English	Specifically designed professional learning to target at-risk and long-term EL students will make meaningful contributions to their achievement. Plans for a professional learning series will be unveiled for the 24-25 school year. Professional learning opportunities were implemented with both certificated and classified paraprofessionals.	The district's local measures for the past three years support this statement. We will look at local and state 1.2 ELA CAASPP data for our EL and re-classified students.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	peers. Students at the middle school who attend Lomita Park school were twice as likely to fall under this reality compared to students from the other feeder elementary schools based on annual progress monitoring forms. EL students at the middle school who take the ELPAC are at a disadvantage in domain content-specific vocabulary. As observed during actual testing sessions, students who do not comprehend the content vocabulary will struggle with the writing prompt of the ELPAC and the academic presentation section of the Speaking portion of the ELPAC. The previous version of this documentation, EL Goal 5 Action 3, was dedicated to professional learning with the county's EL Rise as necessary professional learning and technical assistance. This professional learning series was discontinued during the 22-23 academic year. ELPAC and reclassification data showed a dip in ELPAC scores. The continuous cycle of achievement for EL students involves teacher input and reflection on the gaps and needs of these students. Parent and community surveys from DELAC indicate the need for this action specifically. **Scope:** Limited to Unduplicated Student Group(s)	Services were enhanced with new online curriculum opportunities to address the ongoing need for our level 1 and especially Newcomer 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.
4.3	**Action:** Designated & Integrated ELD Services **Need:** Documentation from the state of California requires that ELD is a content area and has a	Current efforts for designated ELD at the elementary are incorporated into a self contained classroom with no real way to differentiate this content area from ELA. A designated and dedicated block will ensure that this content area is being provided for all EL students. In addition,	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
	state exam to measure performance. A lack of any real ELD formative or interim assessments indicates a need to explicitly teach this content area. Historic CAASPP data on math and ELA show that EL student proficiency in these content areas is significantly less when compared to all students. Present data indicates that no essential standards in the area ELD have been selected or common formative assessments established in this content area across the district. We have summative state data and state metrics that indicate there is a gap, but we lack local ELD measures to properly track this trend. State content standards and CDE Frameworks specifically call out the need for Designated ELD. Federal Program Monitoring Review for Millbrae School District in Nov. 2021 indicated a lack of Designated ELD instruction across the district. California Law requires that ELD be taught by proficiency level. This goal will close the achievement gap for EL students and meet legal compliance. The 24-25 LCAP implementation year revealed that the establishment of essential standards for designated ELD remained challenged. This identified need will carry over for the subsequent school year 25-26. **Scope:** Limited to Unduplicated Student Group(s)	once Designated ELD is established teachers across the district will be able to engage in the cycle of inquiry and be in a position to promote best teaching efforts for their EL students. The establishment of essential standards for ELD through the teacher collaborative effort in their Professional Learning Teams will devise the set of standards and progress monitoring tools to address the needs of the multilingual population within the district.	

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
4.6	**Action:** ELPAC Assessments **Need:** This action item is two-fold: 1. For EL students, the identified need shows a lack of performance on STAR Early Literacy, STAR Reading Assessments, and teacher report cards. Documentation from the state of California requires that ELD is a content area and, accordingly, has a state exam to measure performance. A lack of any real ELD formative or interim assessments indicates a need to explicitly teach this content area. 2. The paraprofessionals and EL coordinators for the district spend an inordinate amount of time completing assessments and operational assignments, which reduces the critical support for EL students in the classroom. In addition, other areas of this goal require actions for professional learning and training that are going unmet due to the vast amounts of time required for testing. The time it takes for accounting logs for the EL Coordinator for Title III reports takes away from direct services for students. Those logs highlight the hundreds of hours allocated to assessment where the EL coordinator and paraprofessionals cease direct support in order to facilitate the testing program. Currently, these four individuals comprise the whole of the certified test examiners for the LEA and have logged close to 7 out of 10 months of the year with the assessment program. The data that shows this need includes Time accounting logs for the Teacher	Additional staffing support is an immediate need to close the void and learning loss by EL students when resources for language development and academic achievement are not available due to the requirements of the state testing program. For EL students, on average, there is a one-grade level difference in core math and ELA when these EL students are compared to their English peers. Students at the middle school who attended Lomita Park school are twice as likely to fall under lower academic achievement when compared to students from the other feeder elementary schools that are English speaking. For the next plan year 25-26 the addition of test examiner will allow the district to concentrate support for multilingual students closer to the start of the school year and thereby help meet the language development of our students at the onset of the school year.	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
	on Special Assignment, Summative ELPAC testing schedules sent to school administration, the number of EL Tutor and Coordinator meetings, and an agenda that highlights the total commitment of time and priorities established in order to meet state and federal legal requirements for state testing. Should test examiners be obtained, the results will be immediate for EL students as paraprofessionals will support students in a classroom setting with their language development journeys. During the year one implementation 24-25 school year, the addition of state test examiners where realized and provided the intended support described in the section. Specifically the addition of test examiners for two periods of the school year in the fall and winter clearly supported the state requirements for mandated testing. Additional another positive outcome of this support allowed our EL paraprofessional to be released weeks if not months in advance of the closing of the testing window which gave student access to language development support that they otherwise would have not have access to. EL Paraprofessionals were able to swap out duties and provide direct support for ELD instruction in a timely manner. The LEA for next plan year seeks to continue this model as an investment in ELD support for our multilingual students.		

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

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

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	
Staff-to-student ratio of certificated staff providing direct services to students	N/A	

2025-26 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	22,688,731	1,434,542	6.323%	0.000%	6.323%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$1,917,639.17	$797,449.00	$593,255.00	$101,342.00	$3,409,685.17	$1,887,310.00	$1,522,375.17

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	$158,541.00	$28,541.00	$80,000.00	$41,000.00	$9,000.00	$158,541.00	
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	$7,037.00	$4,500.00	$2,537.00			$7,037.00	
1	1.3	Tier II Reading instruction	English Learners Low Income	Yes	School wide	English Learners Low Income	Specific Schools: Green Hills, Lomita Park, Meadows, Spring Valley	3 years	$759,728.00	$0.00	$400,679.00	$142,540.00	$127,667.00	$88,842.00	$759,728.00	
1	1.4	Phonics Instruction	All	No			Specific Schools: Lomita Park Elementary K-2	3 years	$0.00	$11,321.00			$11,321.00		$11,321.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.5	Professional Learning	All	No			All Schools	3 years	$0.00	$2,080.00		$2,080.00			$2,080.00	
1	1.6	Assessment and Monitoring	All	No			Specific Schools: Green Hills Elementary, Lomita Park Elementary, Meadows Elementary, Spring Valley Elementary K-5	3 years	$0.00	$26,830.00	$5,330.00	$12,000.00	$8,000.00	$1,500.00	$26,830.00	
1	1.7	Family & Community Engagement	All	No			All Schools	1 year	$0.00	$1,485.00			$1,485.00		$1,485.00	
1	1.8	Reading support outside of the school day/year	All	No				1 year	$33,404.00	$0.00	$0.00	$33,404.00			$33,404.00	
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	$148,399.00	$48,399.00	$100,000.00			$148,399.00	
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	$16,778.00		$16,778.00			$16,778.00	
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	$4,702.00	$0.00	$4,702.00				$4,702.00	
2	2.6	Differentiated Instruction in Mathematics- Students above grade level standards	All Students above grade level	No			All Schools	3 years	$0.00	$2,793.17	$2,793.17				$2,793.17	

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	2.7	Intervention Support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Specific Schools: Green Hills, Lomita Park, Meadows, Spring Valley, Taylor TK-8	3 years	$0.00	$651,914.00	$350,179.00	$301,735.00			$651,914.00	
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	
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	$10,288.00	$10,000.00		$288.00		$10,288.00	
3	3.6	Electives and Clubs at Taylor	Taylor Middle School Students	No			Specific Schools: Taylor Middle School	3 years	$0.00	$226,327.00		$100,000.00	$126,327.00		$226,327.00	
3	3.7	Positive/Welcoming Attendance Strategies	All	No			All Schools	3 years	$0.00	$2,863.00	$2,863.00				$2,863.00	
3	3.8	School Attendance Review Team (SART) /School Attendance Review Board (SARB)	Students with Disabilities Students with Chronic	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
			Absenteeism													
3	3.9	School Counselors	Foster Youth Low Income	Yes	LEA-wide	Foster Youth Low Income	All Schools	3 years	$481,488.00	$0.00	$481,488.00				$481,488.00	
3	3.10	Social Emotional Learning (SEL) Lessons	All	No			All Schools	3 years	$0.00	$3,091.00	$3,091.00				$3,091.00	
3	3.11	Millbrae Education Foundation (MEF) Sparks Curiosity	All	No			All Schools	1 year	$0.00	$220,000.00			$220,000.00		$220,000.00	
4	4.1	Professional Learning	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	3 years	$0.00	$11,545.00	$11,545.00				$11,545.00	
4	4.2	Professional Learning specifically focused on Lomita Park Elementary School	All	No				1 year	$0.00	$6,375.00	$0.00	$6,375.00			$6,375.00	
4	4.3	Designated & Integrated ELD Services	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	Specific Schools: Lomita Park Elementary PK-5	3 years	$491,827.00	$0.00	$491,827.00				$491,827.00	
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	$55,950.00	$0.00	$55,950.00				$55,950.00	

2025-26 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
22,688,731	1,434,542	6.323%	0.000%	6.323%	$1,801,668.00	0.000%	7.941 %	**Total:**	$1,801,668.00
								LEA-wide Total:	$841,667.00
								Limited Total:	$559,322.00
								Schoolwide Total:	$400,679.00

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	$400,679.00	
2	2.7	Intervention Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Specific Schools: Green Hills, Lomita Park, Meadows, Spring Valley, Taylor TK-8	$350,179.00	
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	$481,488.00	
4	4.1	Professional Learning	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$11,545.00	
4	4.3	Designated & Integrated ELD Services	Yes	Limited to Unduplicated	English Learners	Specific Schools: Lomita Park	$491,827.00	

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 (%)
				Student Group(s)		Elementary PK-5		
4	**4.6**	ELPAC Assessments	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$55,950.00	

2024-25 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$3,049,560.00	$3,463,592.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	**1.1**	Standards-based Instructional Materials	No	$52,500.00	158,541
1	**1.2**	Small group reading instruction	No	$16,000.00	7,037
1	**1.3**	Tier II Reading instruction	Yes	$757,543.00	759,728
1	**1.4**	Phonics Instruction	No	$9,000.00	11321
1	**1.5**	Professional Learning	No	$3,000.00	2080
1	**1.6**	Assessment and Monitoring	No	$6,200.00	26,830
1	**1.7**	Family & Community Engagement	No	$3,000.00	1485
1	**1.8**	Reading support outside of the school day/year	Yes	$20,000.00	33404
1	**1.9**	Big Lift Summer Academy 2025	Yes	$50,000.00	50000
2	**2.1**	Standards-based Instructional Materials	No	$29,000.00	148,399
2	**2.2**	Professional Learning Teams (PLT) Weekly Meetings	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)
2	**2.3**	Site Guiding Coalition Teams	No	$15,000.00	341
2	**2.4**	Professional Development	No	$25,000.00	16778
2	**2.5**	Differentiated Instruction in Mathematics- Students below grade level standards and students with disabilities	No	$5,000.00	4702
2	**2.6**	Differentiated Instruction in Mathematics- Students above grade level standards	No	$6,000.00	0
2	**2.7**	Intervention Support	Yes	$445,387.00	651,914
2	**2.8**	Family & Community Engagement	No	$3,000.00	398
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	$15,300.00	13500
3	**3.2**	Family Engagement Specialist at Lomita Park	Yes	$75,000.00	63000
3	**3.3**	Positive Behavior Interventions and Supports (PBIS)	No	$6,750.00	3911
3	**3.4**	Reducing Suspension Rates	No	$0.00	0
3	**3.5**	Family & Community Engagement	Yes	$23,000.00	10288

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	3.6	Electives and Clubs at Taylor	No	$225,000.00	226327
3	3.7	Positive/Welcoming Attendance Strategies	No	$2,000.00	2863
3	3.8	School Attendance Review Team (SART) /School Attendance Review Board (SARB)	No	$25,000.00	0
3	3.9	School Counselors	Yes	$480,380.00	481488
3	3.10	Social Emotional Learning (SEL) Lessons	No	$4,000.00	3,091
3	3.11	Millbrae Education Foundation (MEF) Sparks Curiosity	No	$220,000.00	220,000
4	4.1	Professional Learning	Yes	$5,000.00	11,545
4	4.2	Professional Learning specifically focused on Lomita Park Elementary School	Yes	$15,000.00	6,375
4	4.3	Designated & Integrated ELD Services	Yes	$405,000.00	491827
4	4.4	Chronic Absenteeism	Yes	$0.00	0
4	4.5	Family and Community Engagement	Yes	$12,500.00	469
4	4.6	ELPAC Assessments	Yes	$90,000.00	55,950

2024-25 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
1,458,777	$1,577,808.00	$1,799,483.00	($221,675.00)	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.3	Tier II Reading instruction	Yes	$378,494.00	378494		
1	1.8	Reading support outside of the school day/year	Yes	$20,000.00	20000		
1	1.9	Big Lift Summer Academy 2025	Yes	$0.00	0		
2	2.7	Intervention Support	Yes	$197,974.00	350179		
3	3.2	Family Engagement Specialist at Lomita Park	Yes	$0.00	0		
3	3.5	Family & Community Engagement	Yes	$23,000.00	10000		
3	3.9	School Counselors	Yes	$480,380.00	481,488		
4	4.1	Professional Learning	Yes	$5,000.00	11,545		
4	4.2	Professional Learning specifically focused on Lomita Park Elementary School	Yes	$15,000.00	0		
4	4.3	Designated & Integrated ELD Services	Yes	$355,460.00	491,827		
4	4.4	Chronic Absenteeism	Yes	$0.00	0		
4	4.5	Family and Community Engagement	Yes	$12,500.00	0		
4	4.6	ELPAC Assessments	Yes	$90,000.00	55,950		

2024-25 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
22,266,775	1,458,777	0.00	6.551%	$1,799,483.00	0.000%	8.081%	$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 2025-26, 2026-27 and 2027-28 LCAPs, as applicable to the LEA. To implement the requirements of *EC* Section 52064.4, all LEAs must do the following:

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

Reflections: Technical Assistance

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

Annually identify the reason(s) the LEA is eligible for or has requested technical assistance consistent with EC sections 47607.3, 52071, 52071.5, 52072, or 52072.5, and provide a summary of the work underway as part of receiving technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance, however this also includes LEAs that have requested technical assistance from their COE.

- If the LEA is not eligible for or receiving technical assistance, the LEA may respond to this prompt as “Not Applicable.”

Comprehensive Support and Improvement
An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts:

Schools Identified

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

- Identify the schools within the LEA that have been identified for CSI.

Support for Identified Schools

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

- Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

Monitoring and Evaluating Effectiveness

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

- Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Engaging Educational Partners

Purpose

Significant and purposeful engagement of parents, students, educators, and other educational partners, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such engagement should support comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard, accountability, and improvement across the state priorities and locally identified priorities (EC Section 52064[e][1]). Engagement of educational partners is an ongoing, annual process.

This section is designed to reflect how the engagement of educational partners influenced the decisions reflected in the adopted LCAP. The goal is to allow educational partners that participated in the LCAP development process and the broader public to understand how the LEA engaged educational partners and the impact of that engagement. LEAs are encouraged to keep this goal in the forefront when completing this section.

Requirements

Requirements

School districts and COEs: *EC* Section 52060(g) and *EC* Section 52066(g) specify the educational partners that must be consulted when developing the LCAP:

- Teachers,

- Principals,
- Administrators,
- Other school personnel,
- Local bargaining units of the LEA,
- Parents, and
- Students

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

Before adopting the LCAP, school districts and COEs must share it with the applicable committees, as identified below under Requirements and Instructions. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP.

Charter schools: *EC* Section 47606.5(d) requires that the following educational partners be consulted with when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Parents, and
- Students

A charter school receiving Equity Multiplier funds must also consult with educational partners at the school generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for the school.

The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals. Information and resources that support effective engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the CDE's LCAP webpage.

Before the governing board/body of an LEA considers the adoption of the LCAP, the LEA must meet the following legal requirements:

- For school districts, see *Education Code* Section 52062;
    - **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).
- For COEs, see *Education Code* Section 52068; and
- For charter schools, see *Education Code* Section 47606.5.

- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

Identify the applicable educational partner(s) or group(s) that were engaged in the development of the LCAP.

Process for Engagement

Describe the engagement process used by the LEA to involve the identified educational partner(s) in the development of the LCAP. At a minimum, the LEA must describe how it met its obligation to consult with all statutorily required educational partners, as applicable to the type of LEA.

- A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.

- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

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

Describe any goals, metrics, actions, or budgeted expenditures in the LCAP that were influenced by or developed in response to the educational partner feedback.

- A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP.

- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.

- For the purposes of this prompt, this may also include, but is not necessarily limited to:
    - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
    - Inclusion of metrics other than the statutorily required metrics
    - Determination of the target outcome on one or more metrics
    - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
    - Inclusion of action(s) or a group of actions
    - Elimination of action(s) or group of actions
    - Changes to the level of proposed expenditures for one or more actions
    - Inclusion of action(s) as contributing to increased or improved services for unduplicated students
    - Analysis of effectiveness of the specific actions to achieve the goal
    - Analysis of material differences in expenditures
    - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
    - Analysis of challenges or successes in the implementation of actions

Goals and Actions

Purpose

Well-developed goals will clearly communicate to educational partners what the LEA plans to accomplish, what the LEA plans to do in order to accomplish the goal, and how the LEA will know when it has accomplished the goal. A goal statement, associated metrics and expected outcomes, and the actions included in the goal must be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to educational partners and the public why, among the various strengths and areas for improvement highlighted by performance data and strategies and actions that could be pursued, the LEA decided to pursue this goal, and the related metrics, expected outcomes, actions, and expenditures.

A well-developed goal can be focused on the performance relative to a metric or metrics for all students, a specific student group(s), narrowing performance gaps, or implementing programs or strategies expected to impact outcomes. LEAs should assess the performance of their student groups when developing goals and the related actions to achieve such goals.

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs must consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard, in determining whether and how to prioritize its goals within the LCAP. As previously stated, strategic planning that

is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

In order to support prioritization of goals, the LCAP template provides LEAs with the option of developing three different kinds of goals:

- Focus Goal: A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
    - All Equity Multiplier goals must be developed as focus goals. For additional information, see Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding below.
- Broad Goal: A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- Maintenance of Progress Goal: A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

Requirement to Address the LCFF State Priorities

At a minimum, the LCAP must address all LCFF priorities and associated metrics articulated in *EC* sections 52060(d) and 52066(d), as applicable to the LEA. The *LCFF State Priorities Summary* provides a summary of *EC* sections 52060(d) and 52066(d) to aid in the development of the LCAP.

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

The description provided for a Focus Goal must be specific, measurable, and time bound.

- An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach.
- The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Type of Goal

Identify the type of goal being implemented as a Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.
- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding

Description

LEAs receiving Equity Multiplier funding must include one or more focus goals for each school generating Equity Multiplier funding. In addition to addressing the focus goal requirements described above, LEAs must adhere to the following requirements.

Focus goals for Equity Multiplier schoolsites must address the following:

(A) All student groups that have the lowest performance level on one or more state indicators on the Dashboard, and

(B) Any underlying issues in the credentialing, subject matter preparation, and retention of the school's educators, if applicable.

- Focus Goals for each and every Equity Multiplier schoolsite must identify specific metrics for each identified student group, as applicable.
- An LEA may create a single goal for multiple Equity Multiplier schoolsites if those schoolsites have the same student group(s) performing at the lowest performance level on one or more state indicators on the Dashboard or, experience similar issues in the credentialing, subject matter preparation, and retention of the school's educators.
    - When creating a single goal for multiple Equity Multiplier schoolsites, the goal must identify the student groups and the performance levels on the Dashboard that the Focus Goal is addressing; or,
    - The common issues the schoolsites are experiencing in credentialing, subject matter preparation, and retention of the school's educators, if applicable.

Type of Goal

Identify the type of goal being implemented as an Equity Multiplier Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.
- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.
- In addition to this information, the LEA must also identify:
    - The school or schools to which the goal applies

LEAs are encouraged to approach an Equity Multiplier goal from a wholistic standpoint, considering how the goal might maximize student outcomes through the use of LCFF and other funding in addition to Equity Multiplier funds.

- Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the Expanded Learning Opportunities Program (ELO-P), the Literacy Coaches and Reading Specialists (LCRS) Grant Program, and/or the California Community Schools Partnership Program (CCSPP).
- This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

Note: *EC* Section 42238.024(b)(1) requires that Equity Multiplier funds be used for the provision of evidence-based services and supports for students. Evidence-based services and supports are based on objective evidence that has informed the design of the service or support and/or guides the modification of those services and supports. Evidence-based supports and strategies are most commonly based on educational research and/or metrics of LEA, school, and/or student performance.

Broad Goal

Description

Describe what the LEA plans to achieve through the actions included in the goal.

- The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal.

- The goal description organizes the actions and expected outcomes in a cohesive and consistent manner.
- A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

Type of Goal

Identify the type of goal being implemented as a Broad Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA developed this goal and how the actions and metrics grouped together will help achieve the goal.

Maintenance of Progress Goal

Description

Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP.

- Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP.
- The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with educational partners, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Type of Goal

Identify the type of goal being implemented as a Maintenance of Progress Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain how the actions will sustain the progress exemplified by the related metrics.

Measuring and Reporting Results:

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes.

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.

- The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.

- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.

- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.

    - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

- **Required metrics for Equity Multiplier goals**: For each Equity Multiplier goal, the LEA must identify:

    - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or

    - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.

- **Required metrics for actions supported by LREBG funds**: To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include at least one metric to monitor the impact of each action funded with LREBG funds included in the goal.

    - The metrics being used to monitor the impact of each action funded with LREBG funds are not required to be new metrics; they may be metrics that are already being used to measure progress towards goals and actions included in the LCAP.

Complete the table as follows:

Metric #

- 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 32526(d).

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

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

Purpose

A well-written Increased or Improved Services section provides educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students as defined in *EC* Section 42238.02 in grades TK–12 as compared to all students in grades TK–12, as applicable, and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of educational partners to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

Please Note: For the purpose of meeting the Increased or Improved Services requirement and consistent with *EC* Section 42238.02, long-term English learners are included in the English learner student group.

Statutory Requirements

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC*

Section 52064[b][8][B]; 5 *CCR* Section 15496[a]). This proportionality percentage is also known as the "minimum proportionality percentage" or "MPP." The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are identified in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided across the entire LEA (LEA-wide action), provided to an entire school (Schoolwide action), or solely provided to one or more unduplicated student group(s) (Limited action).

Therefore, for *any* action contributing to meet the increased or improved services requirement, the LEA must include an explanation of:

- How the action is increasing or improving services for the unduplicated student group(s) (Identified Needs and Action Design), and
- How the action meets the LEA's goals for its unduplicated pupils in the state and any local priority areas (Measurement of Effectiveness).

LEA-wide and Schoolwide Actions

In addition to the above required explanations, LEAs must provide a justification for why an LEA-wide or Schoolwide action is being provided to all students and how the action is intended to improve outcomes for unduplicated student group(s) as compared to all students.

- Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.

- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

For School Districts Only

Actions provided on an **LEA-wide** basis at **school districts with an unduplicated pupil percentage of less than 55 percent** must also include a description of how the actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions provided on a **Schoolwide** basis for **schools with less than 40 percent enrollment of unduplicated pupils** must also include a description of how these actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Requirements and Instructions

Complete the tables as follows:

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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