Local Control 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
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Plan Summary [2021-22]

General Information

A description of the LEA, its schools, and its students.

The Millbrae Elementary School District is a TK-8 district situated in northern San Mateo County adjacent to the San Francisco International Airport. The District operates five schools: Green Hills Elementary, Lomita Park Elementary, Meadows Elementary, Spring Valley Elementary and Taylor Middle School.

The city of Millbrae is a small suburban community with a population of 22,625, covering 3.2 square miles. It is a city of small businesses with no major industry. The District enjoys a positive working relationship with the City of Millbrae. There are quarterly Joint School Board/City Council meetings scheduled each year. This collaborative relationship extends to programs in conjunction with the Sheriff's and Fire Departments, the Millbrae Library, and the Department of Park and Recreation. Additionally, the schools receive active support from local service organizations: Millbrae Rotary and Lions, Peninsula Chinese Business Association, the Millbrae Community Foundation, Parent Teacher Associations/Organization at each school, and the Millbrae Education Foundation.

The community has changed in past years with the District reflecting the ethnic and socio-economic changes of the city of Millbrae. There are multiple family dwellings and apartments as well as single family homes. A large portion of the Millbrae community have been residents of Millbrae for a number of years. A changing population and increased home sales have impacted our student enrollment. The Global Pandemic of 2020 was also a contributing factor to declining enrollment, as families moved out of the Millbrae community. Many Millbrae families moved out of the Bay Area, even out of the country. District enrollment for the year 2020 was 2,349, a slight drop from 2,383 in 2019. The most current 2021 enrollment is 2,180, a drop of 169 students. The Millbrae School District student population is predominantly Asian (44.7%), Hispanic (20.4%), and White (16.5%), with smaller populations of Two or More Races (8.3%), Filipino (6.3%), and Pacific Islander (2.1%). The Millbrae School District student population is 26.9% Socioeconomically Disadvantaged, 21.8% English Learner, and 0.7% Homeless. The overall makeup of the Millbrae School District student population has remained similar over the years, with slight increases and/or decreases in specific populations.

The 2020 student population of each elementary school in the Millbrae School District reflects the specific, smaller community it serves, while the 2020 middle school student population reflects most closely the Millbrae community overall. Green Hills Elementary, with a student enrollment of 361, is predominantly Asian (51.2%), White (20%), and Hispanic (13.5%), with smaller populations of Two or More Races (9.7%), and Filipino (4.7%). The Green Hills Elementary student population is 17.4% Socioeconomically Disadvantaged and 31.2% English Learner. Lomita Park Elementary, with a student enrollment of 316, is predominantly Hispanic (53.5%), Asian (16.1%), and White (10.8%), with smaller populations of Filipino (6.6%), Pacific Islander (6.3%), and Two or More Races (4.1%). The Lomita Park Elementary student population is 61.4% Socioeconomically Disadvantaged and 43.7% English Learner. Meadows Elementary, with a student enrollment of 424, is predominantly Asian (48.3%), White (20.3%), and Hispanic (10.4%), with smaller populations of Filipino (9.2%), and Two or More Races (8.5%). The Meadows Elementary student population is 22.9% Socioeconomically Disadvantaged and 18.2% English Learner. Spring Valley Elementary, with a student enrollment of 416, is predominantly Asian (54.3%), White (14.7%), Two or More Races (13.9%), and Hispanic (10.6%), with smaller populations of Filipino (5.5%). The Spring Valley Elementary student population is 8.4% Socioeconomically Disadvantaged and 25.5% English Learner. Taylor Middle School, with a student enrollment of 829, is predominantly Asian (46%), Hispanic (21.4%), and White (16.4%), with smaller populations of Two or More Races (7%), Filipino (5.7%), and Pacific Islander (2.7%). The Taylor Middle School student population is 29.4% Socioeconomically Disadvantaged, 10.5% English Learner, and 1.8% Homeless.

The performance of the Millbrae School District under the California accountability system, reflected in the 2019 California Dashboard, demonstrates the District's commitment to long standing academic excellence. As accountability performance data was not documented in 2020, the most recent performance data was reflected in 2019. In the area of Mathematics, the District was 26.7 points above standard, 14.3 points above standard in English Language Arts, and 67.6% making progress towards English language proficiency. Along with academic success, the District experienced areas of need and improvement. Even though the areas of Mathematics and English Language Arts were above standard, both areas declined from the previous year - 4.4 points in Mathematics, and 3.1 points in English Language Arts. In addition, Chronic Absenteeism increased by 3%, at 9.7% of students chronically absent. Lastly, the Suspension Rate increased by 1.1%, where 1.6% of students are suspended at least once during the school year. The goals of the 2021-2024 LCAP reflect the importance of addressing the areas of identified need in order to best support the students of the Millbrae School District, both academically and socially/emotionally.

The Millbrae School District will continue the District Vision and Mission of nurturing emotional intelligence, promoting a passion for learning, fostering an innovative learning environment, and connecting to self and learning to the world by inspiring our community with opportunities to learn and thrive, committing to a shared purpose that guarantees each student a strong academic foundation, and ensuring equity through access and opportunity for all.

Reflections: Successes

A description of successes and/or progress based on a review of the California School Dashboard (Dashboard) and local data.

Academic Indicators:
Based on a review of performance on the state and local performance indicators, Millbrae Elementary School District is proud of progress made toward previous LCAP goals. Overall, students maintained level green in English language arts and mathematics. Districtwide, there

were successful achievements in the state indicators for specific student subgroups: In English language arts, the subgroup of two or more races and subgroup of white students maintained academic performance in English language arts. In mathematics, the Filipino student subgroup demonstrated an increased performance of +9.8 and the white student subgroup increased by +4.3. Site specifically in the area of English language arts, Green Hills Elementary, Meadows Elementary, and Taylor Middle continue to perform at the green level, while Spring Valley continues at the blue level; in the area of mathematics, Meadows Elementary and Taylor Middle performs at the green level, while Green Hills Elementary and Spring Valley Elementary performs at the blue level.

As noted by teacher leadership groups when analyzing local performance data, academic gains have been made in reading at the elementary level. Math scores show steady improvement in elementary with significant gains at the middle school level. In principal study sessions to analyze California Dashboard results, each leader identified bright spots for their sites: Green Hills Elementary noted progress in English language learners; Lomita Park Elementary highlighted the success of English learner scores in mathematics making a gain of +9.8 as well as some student subgroups maintaining in the area of chronic absenteeism; Meadows Elementary noted a gain of +6.3 in mathematics within the student subgroup of English language learners; Spring Valley Elementary celebrates maintaining or increasing overall scores in both academic areas along with 81% of English language learners making progress; Taylor Middle notes the achievement in the student subgroup of two or more races increasing in English language arts and their English language learners making great progress.

School Climate:
In stakeholder surveys reflecting on the learning experience during the 2020-2021 school year, families noted that their children were motivated to attend school daily. Furthermore, families found that their children's academic growth was progressing and their needs were being met during distance learning due to the COVID-19 pandemic. Channels exist and are utilized by families to contact their children's school and teachers.

Results of the California Healthy Kids Survey (CHKS) provide us with information to be proud of regarding school climate as well. When students were asked about their academic motivation and caring adult relationships at school, the data is encouraging. Districtwide, 84% of students surveyed responded "yes" or "yes, most of the time" when asked if they finish all their class work, if they keep working until they get it right, and if they keep trying even if it's hard. At Green Hills, Lomita Park and Meadows, 84% of students responded "yes" and "yes, most of the time" while at Spring Valley 86% did so. When students were asked if their teachers and other adults at school care about them, listen to what they have to say and make an effort to get to know them, districtwide 74% of students responded "yes" or "yes, most of the time". Although there is room for improvement, we know that caring adult relationships foster academic success and we are proud of the work we've done thus far.

Reflections: Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Millbrae Elementary School District's 2019 California Dashboard reported overall performance for Millbrae students in the "orange" performance category for two of the 4 state indicators included for elementary school districts: chronic absenteeism and suspension. The

district's chronic absenteeism defined as "The percentage of students who are absent 10 percent or more of the instructional days they were enrolled" is 9.7% - a 3% increase from 2018. Within the indicators of chronic absenteeism, the following student groups scored in the red (or lowest) performance category: Filipino, Hispanic, Pacific Islander, Socioeconomically Disadvantaged, and White. For each of these student groups, chronic absenteeism increased from the prior year, with the largest increase for students in the Filipino group which increased 8.7% to 17.2% of students chronically absent. The highest percentage chronically absent is found in the Pacific Islander student group where 25.5% chronic absenteeism represents an increase of 6.6%. Three student groups – Students with Disabilities, English Learners, and students of two or more races – were in the orange performance category. All three groups reflected increases: Students with Disabilities (12.4% chronically absent) increased 1.7%, English Learners (11.7% chronically absent) increased 2% and students in the Two or more Races groups (9.2% chronically absent) increased 2.4%. Only Students experiencing homelessness, declined in chronic absenteeism by 6.8% to 4.8% chronically absent.

Chronic absenteeism for students in the White student group as well as the results (red) for the same students in the suspension indicator qualified Millbrae for technical assistance from the San Mateo County Office of Education. Steps Millbrae took to address chronic absenteeism began with a deeper review of attendance, monitoring of attendance, policies (including policies for independent study) and evaluation of staff attendance. The goal of these efforts is to uncover the roots of the increases in chronic absenteeism. Steps to improve attendance began in Fall of 2020 with the development of tiered re-engagement strategies detailed in the Local Control and Attendance Plan (LCP), and district and school leaders implemented compliance processes in addition to the student and family supports to improve attendance. However, during the pandemic, student and staff attendance improved due to the restrictions in travel and the advent of at-home learning. Student attendance for the district has averaged 97%. Also, intervening on individual students missing school through Student Attendance Review Team (SART) meetings was manageable allowing for home visits, follow ups, and other tiered re-engagements for select students. For this reason, the 2021-2024 Local Control and Accountability Plan (LCAP) and each school's School Plan for Student Achievement (SPSA) includes an attendance goal and specific strategies to improve and celebrate staff and student attendance. Select activities include implementing and monitoring interventions including calling home and talking with families when students are absent, sharing with families the impact of absenteeism, and celebrating attendance.

The suspension rate is another indicator in which student groups were in the red and orange performance category. As previously mentioned, 3.6% of the 422 students in the White student groups where suspended at least once - an increase of 2.5% in the past year. Five student groups had increases in suspension rates and are in the orange category: 2.4% of students who are Hispanic were suspended at least once (+1.6%), 2.9% of students in the socioeconomically disadvantaged group were suspended at least once (+2.1%), 2.4% of students in the two or more races groups were suspended at least once (+2.4), 3.9% of students in the Pacific Islander groups suspended at least once (+2%), and 2.1% of students with disabilities suspended at least once (+0.8%). Behavior indicators obviously improved during the pandemic, therefore efforts to improve culture and climate are a priority detailed in our Broad Goal #3. Improving student, staff, and family engagement and connectedness will be a focus through culturally responsive efforts to create a socially and emotionally safe environment. Through analysis of results from the California Healthy Kids Survey administered in 2020 and 2021, and surveys of our parents, we uncovered only 27.9% of our families were not at all concerned about their student's social-emotional well-being and 70% of staff agreed or strongly agreed teachers need professional development support students exposed to trauma and stressful life events. Therefore Millbrae is investing in additional supports for students including a community liaison and will provide professional learning for staff in trauma informed practices. This along with a reboot of our Positive Behavior and Intervention Supports (PBIS) program are just a few of the strategies we will use to reduce our suspension rate.

In the academic indicators, MESD's overall performance is in the green performance category on the California Dashboard for 2019. Students meeting or exceeding state standards for English language arts were at 50.87% of students in grades 3-8 and 39.73% of students grades 3-8 meeting or exceeding standards in math. However, for English language arts, differences in performance between student groups reflect gaps in achievement. Also, the California Dashboard Equity Report shows that all student groups declined in English language arts (ELA). This increased the gap between all students who score 26 points above the standard in ELA and Students with Disabilities who score 72 points below standard, Students considered Socioeconomically Disadvantaged who score 28 points below standard, and English Learners who score 7 points below standard. Student groups 2 or more performance levels below the All Students (Green) level in performance include Students with Disabilities (red), English learners (orange), Homeless (orange), Socioeconomically Disadvantaged (orange), Hispanic (orange), and Pacific Islanders (orange). Local assessments, including interim assessments and STAR Renaissance, were administered in at-home learning, but do not reflect improvements; teachers report at the lower grade levels that students' reading in at-home learning showed less negative impact than writing. The link to average daily attendance which improved during the pandemic, and the increased reading necessary to participate in distance learning may have contributed. However, our goal number 1 and the actions detailed are intended to address gaps we saw in the 2019 statewide data and accelerate learning to address any unfinished learning from the last year. Teachers will have monthly collaboration time to review student work and assessments to guide their instruction. Another strategy we expect will decrease gaps is promoting more inclusion of our Students with Disabilities in all general education programming as appropriate. Access to general education curriculum and assessments with appropriate modifications is included in our plan. An aligned English language arts scope and sequence detailing the order in which state standards are learned and tested can help teachers match English language development in the classroom so student learning English make progress. Finally, our goal number 2 focuses on differentiated interventions to address student needs when good first teaching is not enough. Historically we have provided 30 minutes of daily instruction with a reading specialist, for instance, for students who are below grade level and daily English language development with a classified ELD tutor for English learners. However, in 21-22 we expect to develop a Multi-Tiered System of Support (MTSS) which will allow us to better match and differentiate our menu of supports to individual student needs.

In math, all students are in the green performance category, but four student groups are two or more performance levels lower: Students experiencing homelessness (orange), Students considered socioeconomically disadvantaged (orange), Students with disabilities (orange), and Students in the Hispanic group (orange). Local assessments (STAR) show mixed results and have the same reliability issues surfaced for ELA since students completed many of these assessment independently. Strategies to increase daily attendance, engagement, and access to the curriculum previously mentioned will support the improvement in math outcomes for many of the students underperforming in math. Access to general education, grade level curriculum, for instance, is necessary for Students with Disabilities to learn and achieve in math. Teacher analysis of student's responses in math tasks and tests and collaboration on appropriate strategies for good first teaching will also support improvements. Development of a math scope and sequence will also help in prioritizing standards and the creation of tasks that teachers can use in daily instruction to monitor and discuss student progress during collaboration time.

In the English Learner Progress indicator, 67.6% of our English learners were reported making progress towards language proficiency in 2019. This performance level is very high. However, nearly 23% maintained their level (didn't increase) and 10% decreased. English learners who are current English learners and not reclassified have large gaps in performance on the English language arts (ELA) and math tests. Current English learners score 72 points below standard in ELA compared with reclassified students (students who reached proficiency) who score 22.4 points above standards. Math data is similar with current English learners scoring 58.5 points below standard in

math compared with reclassified English learners who score 9.3 points above standard. Two other data points of concern for students who are English learners is the number of Long Term English Learners (students in English learner programs 5 or more years) who total 40 at our middle school, and the significant disproportionality for English learners referred to special education. To address the overall achievement of our English learners, our LCAP includes a focus goal to improve language acquisition for our English learners. Our EL Coordinator led a team of teachers and administrators to attend training in a statewide initiative called EL Rise this year, and we developed an English Learner Master Plan. The plan and the enthusiastic group of committed teachers and leaders will be key to our improvement efforts further detailed in the actions in our goal 5.

One final area of need is detailed in our Significant Disproportionality Comprehensive Coordinated Early Intervening Services Plan (CCEIS). The following information details the data collected and analyzed to understand why Hispanic students are six times more likely to be referred to special education: "Quantitative data was obtained from our Student Information System (Synergy) and SEIS SPED/EL; CALPADS, DataQuest ELPAC data and referral data The team reviewed all current data from the sources listed above. This data was used to assist the team in unpacking our significant disproportionality in reviewing the relationship between EL data and referral data for the 2018-2019 academic year. Additionally, the team used the data to determine that there were significant discrepancies between school sites in regards to referrals for special education services. In reviewing the data from multiple sources the team was able to determine the high propensity a Latin X student has for being referred for special education and specifically being determined to have a specific learning disability. It quickly became evident that the team was looking for data in relation to the interventions students received prior to evaluation, but unfortunately the district did not maintain that data. Furthermore, the team was interested in determining if a pattern of referral existed by grade level or teacher within the school site. The district also did not track this data point, but since the meeting has begun to track this information." Actions to reverse this trend are embedded under each of our LCAP goals: ensuring all student have access to general education curriculum and assessments so all receive tier 1 instruction (good first teaching), develop a Multi-tiered System of Support to differentiate and monitor interventions, provide teacher training in more inclusive practices and culture and climate, and improve English language development instruction.

LCAP Highlights

A brief overview of the LCAP, including any key features that should be emphasized.

Over the course of the 20-21 school year, while managing the impacts of COVID-19, the Millbrae Elementary School District strategically embarked on a continuous improvement effort. Outside drivers, including compliance expectations due to the significant disproportionality in our Students with Disabilities' identifications - and differentiated assistance due to chronic absenteeism - led to root cause analyses with broad-based teams to develop improvement plans and actions. Inside drivers, including the need for the development of an English Learner Master Plan and evaluation of outcomes for English learners, Students with Disabilities, Hispanic students, and low-income students, led to identification of necessary improvements. Much of this work set a foundation for strategic planning and is memorialized in our Local Control and Accountability Plan. The district will focus on accountability in 21-22 and began in January to share data, draft goals and actions and to launch the process that led to a plan.

Our District created our Local Control and Accountability Plan (LCAP) with input from a wide range of stakeholders, including School Site Councils, Superintendent's Advisory Council, District English Language Learner Advisory Committee (DELAC), and other district committees and we aligned our LCAP with our district's Strategic Plan and our School Plans (Single Plans for Student Achievement, or SPSAs). Students, staff, and parents provide ongoing input - through surveys and other feedback loops - to review and update our LCAP. Our district leadership team analyzed achievement and other student outcomes and has developed a list of prioritized areas of needs in our schools and in our District. These areas of need are embedded in three broad goals and two focus goals for the 21-24 LCAP. The goals address the state priority areas intended to improve outcomes for all students:

Goal 1: By June 2024, tasks, formative and summative assessments will be administered to students and analyzed in teacher PLC's to ensure ALL students have access to California State Standards (CSS) and the guaranteed and viable curriculum because gaps in achievement for students in some student groups* indicate opportunity to learn gaps.

*English Learners, Socio-economically disadvantaged students, Students with Disabilities

Goal 2: By June 2024, students'* individual needs will be met through tiered academic, social/emotional, mental health, and language supports that are monitored, measured, and reviewed as measured by scores on the state assessments, local assessments, and the California Healthy Kids Survey.

*Hispanic
*Students with Disabilities
*Students categorized as disadvantaged
*English learners

Goal 3: By June 2024, student, staff and family engagement and connectedness to schools will improve through deliberate efforts to create a culturally responsive environment that is socially, emotionally, and physically safe as measured by behavior data and the California Healthy Kids Survey.

Goal 4: By June 2023, the District will increase daily attendance (ADA) from 96.5% to 97% and reduce chronic absenteeism by reducing the number of students absent greater than 5% of the school year by ensuring attendance for all students and staff will be celebrated, supported and monitored to optimize teaching and learning.

Goal 5: English Language Learners acquisition of English Language and learning of state standards will improve to close the achievement gaps over the next two years.

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.

NA

Support for Identified Schools

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

NA

Monitoring and Evaluating Effectiveness

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

NA

Stakeholder Engagement

A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP.

Millbrae Elementary School District celebrates a strong relationship with stakeholder groups. Meetings with internal and external stakeholders were held throughout the Spring of 2020, including the Pandemic Recovery Task Force which met biweekly during June, July and August. The Task force informed the development of reopening plans for 2020-2021, the content for the Learning Continuity and Attendance Plan, and the resulting structures for the instructional models. Meeting the needs of the entire community under COVID 19 prioritized health and wellness as well as continuity of instruction, but as the 20-21 school year progressed, student outcomes, including test scores, survey results, grades and attendance, and teacher needs detailed in surveys and end of training evaluations were inserted into these stakeholder meetings.

Because Millbrae qualified for Differentiated Assistance due to chronic absenteeism and Significant Disproportionality because of an over-representation of LatinX students referred for Special Education, compliance obligations created opportunity for more targeted conversations with stakeholder groups. We evaluated programs and services for English learners, students with disabilities, struggling readers, etc. and conducted root cause analyses with diverse stakeholder teams to identify how to make improvements. These efforts, as well as sharing the continuous improvement information about these meetings at other gatherings like principal coffees, town halls, and board meetings, led to meaningful input we used in development of the LCAP goals and actions. What follows is a summary of the stakeholder groups and processes.

* Students Services: Monthly meetings in the first trimester of the school year to address significant disproportionality and to develop a Comprehensive Coordinated Early Intervening Services (CCEIS) plan and the Special Education Plan (SEP) Team
* Consultation with Special Education Local Plan Area (SELPA): The SELPA team provided consultation and support in the development of the MESD LCAP on 3/30/21, 4/6/21, and 4/9/21
* Board of Trustees: Bimonthly Board Meetings via Zoom where presentations on Reading and EL Data, Significant Disproportionality, Differentiated Assistance, Surveys and draft goals were shared to engage the Board, staff, parents, and community stakeholders
* Cabinet: Weekly Town Halls, Monthly Millbrae Education Foundation (MEF) meetings, Weekly Local Control and Accountability Plan (LCAP) Internal Stakeholder Meetings, LCAP External Stakeholder Meetings in the 20-21 school year with increased frequency to biweekly during Jan. - May 2021
* Site Administrators: Weekly Coffee chats, Monthly PTA/O, Monthly Millbrae Education Foundation (MEF) meetings, Monthly Staff Meetings, Quarterly ELAC/DELAC meetings, empathy interviews with students and parents, Quarterly School Site Council and leadership meetings
* Teacher Leaders/TOSA: Bimonthly Curriculum Advisory Council, Teacher Support meetings, Itinerant employee support meetings, Weekly Induction meetings, Monthly Technology Integration Support meetings, English Language Arts Task development pilot team, empathy interviews, Quarterly ELAC/DELAC meetings.
* Teachers: Weekly Grade level collaboration attended by leaders and TOSA's, Weekly Department level collaboration with feedback to leaders, Middle School "House" collaboration with leaders, California Healthy Kids Survey (CHKS) staff survey
* Students: CHKS survey grades 3-8, Middle School Leadership elective, Middle School Journalism elective

* Parent/Family: Return to School Survey, attendance at school-based weekly coffee chats, Monthly MEF meetings, MEF virtual events, empathy interviews, Quarterly ELAC/DELAC meetings.
* Community: Superintendent meeting with partners including Chinese Business Association, Rotary Club, Lions Club, and Millbrae Education Foundation

Using the feedback and resulting improvement plans from the stakeholder engagement meetings led to the development of draft LCAP goals and actions. To further solicit feedback, the Superintendent sent out a survey to the community, scheduled internal and external stakeholder meetings, shared draft goals and actions with bargaining leads, and the school leadership to seek additional feedback. These efforts coincided with the Expanded Learning Opportunity grant, so feedback on the use of all district resources, including additional grants, were shared with the internal and external stakeholder so they could tell us their priorities. This feedback helped shape additions including before care and after school programs, additional teacher professional learning to meet the needs of English learners, additional staffing to provide interventions in the schools for learning recovery, addition of social/emotional professional learning, and the addition of professional learning days in the calendar. Teacher committees, including the Curriculum Advisory Committee (CAC) and the EL Rise Participants provided feedback that prioritized the culturally responsive practices professional learning and the language acquisition training. Parent concerns about student learning loss informed the addition of staff for tutoring and extended day programs. School leader feedback informed the need to support teachers in the use of data to inform practice.

A summary of the feedback provided by specific stakeholder groups.

A summary of feedback provided by specific stakeholder groups follows:

Student Services: Comprehensive Coordinated Early Intervening Services (CCEIS)
As part of our development of the Comprehensive Coordinated Early Intervening Services Plan (CCEIS) to address Significant Disproportionality, we developed a diverse stakeholder group to provide on-going feedback to the Leadership Team. What follows is a list of dates and content. 9/14/2020 : During this initial Stakeholder meeting, facilitated by the TA Facilitator, an overview of CCEIS was provided and relevant quantitative data for significant disproportionality was reviewed. The group brainstormed some potential root causes to be addressed at a subsequent meeting. Notes 9/23/2020 The Team reviewed the qualitative data obtained from the Principal focus group (9/14/20) along with the data obtained from the Teacher focus group (9/17/20) . In conjunction with the qualitative data, - the group further refined their thoughts around root causes for the significant disproportionality of our LatinX students with SLD eligibility. 10/12/2020: The team engaged in a conversation regarding the themes that can be the source of our root causes that can be reflected in our work as a CCEIS team. 11/4/202: The team reviewed the current information from all focus groups and reviewed the themes that emerged from the groups. The group had open dialogue regarding the themes and how the themes connect to potential root causes of our significant disproportionality. Specific feedback include the following observations:
Students may need language acquisition support to access the curriculum
MESD may need a more consistent SST Process that details the interventions and students' response to the interventions
Teachers often identify student behaviors and attendance as challenges without probing what is behind the behavior challenges
Teachers need to build instructional strategies, culturally responsive strategies, and curriculum. Teachers are mostly white women and the students are expected to fit in.

We need to consider the whole child and identify the other barriers students are experiencing
The Special Education Plan (SEP) plan team and the subsequent collaborations provided additional root cause analysis data around the underperformance of students with disabilities on state assessments including students with IEP's not having access to all general education curriculum and students with disabilities not participating in interim assessments. This excludes them from an opportunity to practice the accommodations and modifications.

Teachers and Staff
Teachers (school staff, Curriculum Advisory Committee (CAC), internal stakeholder meetings), Teachers on Special Assignment (TOSA's)
Teachers met weekly with their school leaders and while many of these meetings focused on mitigating the impact of the pandemic on teaching and troubleshooting strategies for return to in-person learning, staff time was also dedicated to strategies to support students, assessment protocols, and social and emotional supports. Teachers were also surveyed using the California Healthy Kids Survey. Results of note that helped inform this plan include 70% of staff agreeing and strongly agreeing teachers need professional development to support students exposed to trauma or stressful events. The CAC, which meet bimonthly, recommended and supported the coordination of professional learning throughout the school year. In their meetings, they reviewed student outcome data and survey data, as well as evaluations following professional development to assess how well the training met teacher needs. In the spring, the CAC began examining data with a lens of what teachers need to meet the needs of student. They presented their findings to the Board of Trustees and Teachers on Special Assignment (TOSAs) embedded these recommendations for professional learning in the calendar for 21-22.
Reading intervention teachers have shared a need for more time to collaborate with classroom teachers and the need for additional assessment to STAR for upper grades. The need for additional professional collaboration time was echoed by the Curriculum and Assessment Coordinators: Need for consideration of itinerant staff (relevant professional learning, collaboration), and training in small group instruction support. Data analysis at CAC revealed teacher desire for support in anti-racist education, cultivating data literacy in leaders and CAC reps, looking to broaden at the teacher level moving forward. Progress towards this includes the use of the data warehousing system.

Local Bargaining Units
Union leadership and local bargaining units reviewed student achievement data including reading and math data, English learner data, attendance data, and discussed how resources have been invested in teacher training and additional staff to support struggling students. Participants agreed that while reading specialists and English Language development tutors help support some students, that teachers needed further training in how to meet the needs of English learners and students who are not meeting standards. The bargaining unit members also reviewed the proposed budget expenditures as well as draft goals and strategies to improve student outcomes. These conversations led to agreements to add professional development days to the annual schedule for the 21-22 and 22-23 school year. Additionally, the contract include regular professional learning communities (PLC) and collaboration time every month to ensure teachers can analyze student work and co-design lessons.

School and Executive Leadership
Because Millbrae qualified for Differentiated Assistance for Chronic Absenteeism, a team was formed to analyze data, programs and services with leadership from the San Mateo County Office of Education. The team met frequently beginning in November 2020, and brought reports and activities to the Leadership Council meetings. Based on the work of this team and the subsequent sessions with site and district leaders, improvements were implemented including the addition of attendance monitoring and tiered interventions. Home visits for child welfare, parent letters of notification, the development of School Attendance Review Teams (SART), and School Attendance Review

processes were instituted to address absenteeism. However, because of the limitations during COVID 19 and with distance learning much of the year, testing the efficacy of our improvements will require a more "normal" school year. For this reason, we have an Attendance Focus Goal and all schools included an attendance goal in their School Plans for Student Achievement. School leaders also surfaced needs for teachers use of assessments and student work analysis to inform instruction and strategies in small group instruction. Through 20-21 during weekly leadership meetings principals reviewed data on the California Dashboard, analyzed English learner data with the EL Coordinator and staff, and brainstormed strategies for improvements. Improving "tier 1" instruction and understanding strategies to intervene in the classroom, improving implementation of the social and emotional curriculum, and training in best practices for English learners were all surfaced by leaders as necessary to improve outcomes.

Board of Trustees and Community
The Board of Education reviewed and discussed California Dashboard Data, Differentiated Assistance work related to attendance, Special Education root cause analysis reports related to CCEIS, and Educational Services slide presentations that presented analysis of English learner data, survey data and reading data. Board members expressed surprise and concern at low reading scores for English learners and low incomes students and asked that staff review the current investments in reading specialists and tutors to make sure we do all we can to improve outcomes. Survey data about student social and emotional health was also discussed. Further surveys of family and community was developed in 3 languages to assess needs and priorities. The survey allowed stakeholders to address questions related to our draft goals and actions. Results of these surveys were shared in an internal and external stakeholder meeting. Polling was used in the internal stakeholder meeting to further assess staff priorities for addressing the needs of the students. Finally, a summary of the results from all of this engagement was shared with the Board of Trustees before being used by the LCAP writing team to inform the development of the LCAP goals and actions.

District English Learner Advisory Committee (DELAC)/English Learner Advisory Committee (ELAC)/English Learner Rise Committees:
The District and School Site English Language Advisory Committees (ELAC) and District English Language Advisory Committee (DELAC) meetings with our English Language Learner stakeholders were critical in disseminating information about the needs of English Language Learners. The ELAC/DELAC members recommended that one to one interviews be conducted with the parents of English language learners. Based on the feedback, a need for more enrichment opportunities was identified. DELAC members also recognized a need to provide a strong implementation process around the English Learner Master Plan for effective implementation of the policies and procedures of the plan. In addition, student empathy interviews were conducted, and students revealed they did not view second language as an asset. In addition, input from parent and student surveys, and feedback from the teachers and administrators who attended the EL Rise workshops identified a need for more culturally responsive campuses and classrooms. This stakeholder input is reflected throughout the LCAP and directly influenced the development of the LCAP Goal 5.

Students were engaged through the California Healthy Kids Survey (CHKS) administered in April 2021 to grades 3-8 and empathy interviews with English learners. We learned 20% of 6th graders, 32% of 7th graders, and 44% of 8th graders reported chronic sadness or hopelessness. The CHKS survey provided insights into the experience of students during distance learning. Students were surveyed on the domain of "Learning from Home". In response to the statement, "(Hybrid and Remote Only) Are you interested in doing your schoolwork from home?" 44% of 4th grades and 37% of 5th graders strongly agreed. Students were asked' "Do the teachers and other grown-ups from your school provide you with interesting activities to do while you are learning from home?" 41% of 4th graders and 35% of 5th graders strongly agreed. In assessing synchronous instruction, students responded to this statement, "After your school was closed, how many days in the

past week did you participate in a school class where your teacher talked to students from a computer, phone, or iPad?" 45% of 4th graders and 55% of 5th graders reported 4 or more days of synchronous instruction. Many student reported being able to stay focused on work completion: 6th (35%), 7th (34%), 8th (29%) disagreed or strongly disagreed with the following statement: It is hard for me to stay focused when doing my schoolwork. High percentages of middle school students reported teachers held high expectation for them. However, in parent involvement, about 50% of middle school students agreed or strongly agreed with the following statements: Teachers at this school communicate with parents about what students are expected to learn in class. - Parents feel welcome to participate at this school. - School staff take parent concerns seriously.

A description of the aspects of the LCAP that were influenced by specific stakeholder input.

Aspects of the LCAP influenced by specific stakeholder input include the following:

Feedback from the Students Services/CCEIS and the Special Education Plan (SEP) Team process helped inform our Goals 2, 3 and 4 as well as actions that highlight promoting more inclusive practices. This ensures that students with disabilities have access to general education curriculum and participate in all district assessments, including interim assessments, so they have opportunity to practice with computer adapted assessments. Goal 2 which focuses on ensuring interventions are targeted at unique student needs and are assessed and monitored came from the root cause analyses in the CCEIS and SEP Teams (as well as data analysis by district and school leaders). Tier 1 instruction, good first teaching, will be addressed through professional learning and monitored though district assessments and teacher PLC's. Actions to provide teacher training on supporting the whole child, learning trauma informed practices, and improving in culturally responsive practices were based on the feedback in this group. Goal 2 includes improving the multi-tiered system of support (MTSS) with 2.0 coordinators - a suggestion that emerged from the work of both the SEP Team and CCEIS work. Finally, elements of Goal 3 which focus on school climate and a reboot of PBIS came from stakeholder input during root cause analysis in the CCEIS/SEP team work, the Differentiated Assistance work with school leaders, and in the surveys of parents, students and staff.

Teachers and Staff influenced the development of Goals1, 2 and 3 and especially Goal 5 focused on English learners. Not only did the staff survey (CHKS) surface the need for teacher training in culturally responsive practices, but meetings with staff in the schools and through the CAC surfaced the need for teacher training around data analysis, small group instruction, and culturally responsive practices. When the Curriculum Advisory Council (CAC) met and reviewed the California Healthy Kids Survey, comments about the percentage of students experiencing sadness surfaced a trend we have heard elsewhere to further our training in trauma informed practices. Teachers who attended English Learner training this year provided input on the expansion of the EL Rise training, implementation of English language development in the classroom, and the development of strategies for long term English learners. This echoed a trend we heard from teachers in staff meetings at the school level when teachers reviewed the English learner progress data and comments we heard from teachers on the bargaining team.

Local Bargaining Units provided input and support that led to the addition of professional development days in the district calendar and professional learning community time monthly for all staff (actions under Goal 1). Union leaders' examination of student data helped shape our actions to implement assessments and analyze data. They also supported the addition of support staff and interventions under Goal 2.

School and Executive Leadership, in addition to bringing forward the feedback from their parents and community members for the LCAP furthered our work in Goal 4 around staff and student attendance. Each school contributed to the development of the tiered interventions and strategies to improve attendance- and added an attendance goal to their own school improvement plans. Most actions listed under the attendance goal has roots in the differentiated assistance work this year among the leaders. Leadership input also shaped the actions under goal 5. School leaders attended English learner training and learned about the English Learner Roadmap in CA. This helped inform the addition of an ELD Coordinator, the expansion of English language development, and furthering of tutoring for English learners.

Board of Trustees and Community: MESD Board and Community, including the Millbrae Education Foundation, continue to promote social emotional support and enrichment activities for students as engagement strategies. This is embedded in our use of Expanded Learning Grant funds and LCAP actions around after school programs. Continuing the use of Second Step and using counselors to support students are also high priorities for the board and community. These are embedded in our LCAP.

English Learner Advisory Groups/Students: Input from students informed our focus in Goal 3 on school climate, connectedness, and belonging. Positive Behavior and Support Interventions - also embedded in goal 2 actions around MTSS - will reinvigorate staff implementation of this system of support for students. Feedback from students on the CHKS survey drove home the importance of culturally responsive practices and trauma informed practices for staff - found in our Expanded Learning Grant and our LCAP. We are also investing in more mental health supports for students based on student feedback in the CHKS. English learners interviewed during English learner Language Proficiency Assessments informed the district emphasis on English Learner training through EL Rise which offers an asset based approach to programs for English learners. Also student feedback at the middle school about frustration that they have not been reclassified contributed to the actions designed to improve Long Term English Learner Plans.

Goals and Actions

Goal

Goal #	Description
1	By June 2024, tasks, formative and summative assessments will be administered to students and analyzed in teacher PLC's to ensure ALL students have access to California State Standards (CSS) and the guaranteed and viable curriculum because gaps in achievement for students in some student groups* indicate opportunity to learn gaps. *English Learners, Socio-economically disadvantaged students, Students with Disabilities

An explanation of why the LEA has developed this goal.

This goal is a revision of the 2019-2020 goal. Our efforts for the past seven years have been focused on guaranteeing our students have equitable access to standards based curriculum through piloting and adoption of state approved curriculum. With these curriculum and supplementary programs now installed, we are pivoting to the analysis of student performance according to state standards. We commit to providing structures to support analysis of student work through professional learning communities and have developed twice monthly collaboration meetings for teachers for the 21-22 school year. By having this structure in place, we will provide teachers the opportunity to uncover learning gaps, collaborate around appropriate interventions, and reflect upon and refine their instructional practices.

Due to the pandemic, this work was put on pause and focus shifted to delivering instruction remotely and the web based offerings of adopted curriculum. For the 2021-2022 school year, refocus is now needed on student progress to address the gaps that already existed and those that have emerged or have been exacerbated due to the extended lapse of in person learning. The California Dashboard 2019 English Language Arts Equity Report showed Millbrae students who were English learners scoring 7 points below standard, students from low - income families scoring 28 points below standard, and students with disabilities scoring 72 points below standard. Actions detailed here address 5 state priorities and are intended to close achievement gaps.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Implementation of Academic Standards	Professional Development ELA 5, ELD 5, Mathematics 5, Science 3, History 3 Instructional Materials ELA 5, ELD 5, Mathematics 5, Science 3, History 3				Professional Development ELA 5, ELD 5, Mathematics 5, Science 5, History 5 Instructional Materials ELA 5, ELD 5, Mathematics 5, Science 5, History 5
Participation rate in ELA/Math Tasks	0% (Baseline will be available 2021-2022)				98%
Participation rate in PLCs - Meeting Logs	0% (Baseline will be available 2021-2022)				100%
Basic Services	Mis-Assignments (0 EL) Of Teachers Of English Learners: 0 Percent Of Students Without Access To Their Own Copies Of Standards-Aligned Instructional Materials For Use At School And At Home: 0 Instances Where Facilities Do Not Meet The "Good Repair" Standard (Including Deficiencies And Extreme Deficiencies): 0				Mis-Assignments (0 EL) Of Teachers Of English Learners: 0 Percent Of Students Without Access To Their Own Copies Of Standards-Aligned Instructional Materials For Use At School And At Home: 0 Instances Where Facilities Do Not Meet The "Good Repair" Standard (Including Deficiencies And Extreme Deficiencies): 0

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Student Course Pathways	Percent of students with access to all course domains:				Percent of students with access to all course domains: 100%

Actions

Action #	Title	Description	Total Funds	Contributing
1	Hire and retain fully certificated, highly qualified staff	Ensure 100% of staff hired to teach students are certificated.	$10,050,508.00	No
2	All students will access general education, grade-level standards	Provide ongoing training in adopted materials to staff, including administrators and support staff. Provide initial training to new employees on core programs, including new teachers, administrators, and support staff to ensure all students, including Students with Disabilities and English learners have access to curricula	$167,728.00	Yes
3	Teach a focused English Language Arts (ELA) scope and sequence and implement writing tasks	Implement revised reading tasks (writing in response to reading) that is embedded in ELA curriculum and is aligned to scope and sequence for teachers to analyze in collaboration	$1,063,468.00	No
4	All teachers will review student work, collaborate with service providers,	Implement a structure for professional learning community time used to analyze student work to inform instruction using a professional learning community (PLC) model.	$74,206.00	No

Action #	Title	Description	Total Funds	Contributing
	develop assignments, etc.			
5	All students will take interim assessments throughout the year	Continue to include interim assessments, for all students, as part of the District Assessment Matrix and analyze scores to identify and address student learning gaps.	$102,427.00	No
6	Develop a math scope and sequence and tasks as part of the broader county math collaboration	Create a math scope and sequence with math formative assessment tasks that are standards based for teachers to implement and analyze in PLC's	$0.00	No
7	Ensure facilities are in good repair	Facilities will be maintained by grounds, maintenance, and custodial staffing. Site inspections performed monthly, deficiencies reported for corrective action. Annual reporting of facility condition in SARC.	$1,596,413.00	No
8	Enrichment classes will be offered to students	Music, Computer Science, technology, fitness, and other enrichment and elective activities for student engagement.	$366,309.00	No

Goal Analysis [2021-22]

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

A description of any substantive differences in planned actions and actual implementation of these actions.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of how effective the specific actions were in making progress toward the goal.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Goals and Actions

Goal

Goal #	Description
2	By June 2024, students'* individual needs will be met through tiered academic, social/emotional, mental health, and language supports that are monitored, measured, and reviewed as measured by scores on the state assessments, local assessments, and the California Healthy Kids Survey. *Hispanic *Students with Disabilities *Students categorized as disadvantaged *English learners

An explanation of why the LEA has developed this goal.

The extension of this goal from 2019-2020 is to address the over identification of student referrals to instructional intervention and special education programs in addition to the core program. Millbrae Elementary has been identified as significantly disproportionate in the number of Latinx students referred for special education and the number of long term English learners is increasing. The responsibility of meeting students' individual needs will be a team effort involving district and school leaders, educators, school community members, and families.

The district has adopted and implemented standard-aligned curricula along with local assessments that provide data on student achievement, however we are still observing over identification for instructional support programs and student scores declining in English language arts and math. District leadership with county office support, has led groups in discussion around student achievement focusing on these areas of concern. Findings from these conversations concluded that now that curriculum has been installed, the next phase of implementation is to focus our efforts on utilizing best instructional practices to increase motivation and student success. Differentiation, small group instruction, designated English language instruction, and other instructional strategies will be the emphasis. While professional learning for best instructional practices and tier one intervention strategies will be provided, decisions around these needs will be supported by an analysis of student achievement data. Concurrently, processes for special education referrals and recommendation to intervention programs will be developed and implemented, personnel will be added to the student services team to develop plans for a multi-tiered system support.

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

Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
CAASPP ELA - All and Major Student Groups	2019 Distance from Standard: All 26.7 Black/African American -13.2 Asian 52.8 English Learner -7.3 Filipino 35.7 Hispanic -30.3 Homeless -46.2 Two or More 51.5 Pacific Islander -39.3 Socioeconomically Disadvantaged -27.7 Students with Disabilities -71.9 White 20.0				Distance from Standard: All 47.7 Black/African American 31.8 Asian 73.8 English Learner 37.7 Filipino 56.7 Hispanic 14.7 Homeless -1.2 Two or More 72.5 Pacific Islander -5.7 Socioeconomically Disadvantaged 17.3 Students with Disabilities -26.9 White 41.0
CAASPP Math - All and Major Student Groups	2019 Distance from Standard: All 14.3 Black/African American -64.7 Asian 55.6 English Learner -12 Filipino 22.5 Hispanic -62.1 Homeless -67.1 Two or More 28.9				Distance from Standard: All 35.3 Black/African American -19.7 Asian 64.6 English Learner 9.0 Filipino 43.5 Hispanic -17.1 Homeless -22.1 Two or More 49.9

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Pacific Islander -71.3 Socioeconomically Disadvantaged -46.2 Students with Disabilities -86.2 White -1.7				Pacific Islander -26.3 Socioeconomically Disadvantaged -1.2 Students with Disabilities -41.2 White 19.3
Local Benchmark ELA	STAR Reading Winter 2020-2021: 71% At/Above				85% At/Above
Local Benchmark Math	STAR Math Winter 2020-2021: 79% At/Above				90% At/Above
California Healthy Kids Survey Results	School Connectedness Domain Average: 60% Meaningful Participation Domain Average 31% Academic Motivation Domain Average: 78%				School Connectedness Domain Average: 80% Meaningful Participation Domain Average 60% Academic Motivation Domain Average: 85%
Students Identified for IEP's					X% of Hispanic Students with an IEP for Specific Learning Disability

Actions

Action #	Title	Description	Total Funds	Contributing
1	Hire Multi-tiered System of Support Coordinators	Multi-tiered System of Support Coordinators will develop the system for monitoring the tiered interventions	$253,249.00	No

Action #	Title	Description	Total Funds	Contributing
2	Students identified with disabilities will be served by credentialed staff	All students identified by school psychologists with disabilities will be served by teachers who are appropriately assigned and fully credentialed in their subject areas including the Director of Special Education and other staff that provide services as outlined in students' IEP's.	$3,669,373.00	No
3	Reading Interventions and Supports for Struggling Readers	Students who read below grade level will be supported by 3.0 reading specialists and monitored using the Developmental Reading Assessment (DRA)	$383,021.00	Yes
4	Support students and families with a community liaison/social worker	A community liaison will support students and families in accessing community and school resources to meet their unique needs	$126,624.00	No
5	Mitigation of unfinished learning due to COVID-19 pandemic	Train 5.0 long term subs to deliver interventions and supports to mitigate unfinished learning	$220,723.00	No
6	Provide interventions and supplemental instruction	Train 5.0 paraprofessionals to deliver interventions and supplemental instruction	$223,334.00	No
7	Provide extended learning opportunities	Provide Extensive Summer Programming, including ESY, before care and additional after school programs to expand learning options for students	$300,198.00	No

Action #	Title	Description	Total Funds	Contributing
8	Provide professional learning in best practices	Add additional professional development days in the school calendar to train staff on integrated and designated English language development and provide professional learning opportunities on implementing small group and differentiated instruction	$147,421.00	No
9	Provide training on student data analysis	Provide teachers and leaders with training in professional learning community (PLC) protocols and analyzing student performance data for program and instructional decisions	$0.00	No
10	Ensure students have supplemental instruction	Hire and train instructional aides to support students with interventions and supplemental instruction	$197,244.00	Yes
11	Provide induction support for beginning teachers	Contract with the SMCOE to continue offering induction training and mentoring for 1st and 2nd year teachers.	$31,656.00	No
12	Provide a Principal on Special Assignment	Hire a Principal on Special Assignment to support implementation of learning acceleration programs, differentiated supports, and extended day programming.	$172,361.00	Yes
13	Ensure placements address identified needs of students	For students with unique needs and individual education plan (IEP) goals that would better be addressed at private placement, ensure the students have access to outside placement	$1,359,033.00	No
14	Hire and retain Special Education Staff	Hire and support speech pathologists, school psychologists, and	$0.00	No

Action #	Title	Description	Total Funds	Contributing
15	Ensure Consistent Special Education Referral Process	All referrals for special education will include a completed referral packet detailing interventions provided to students referred.	$3,500.00	No

Goal Analysis [2021-22]

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

A description of any substantive differences in planned actions and actual implementation of these actions.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of how effective the specific actions were in making progress toward the goal.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Goals and Actions

Goal

Goal #	Description
3	By June 2024, student, staff and family engagement and connectedness to schools will improve through deliberate efforts to create a culturally responsive environment that is socially, emotionally, and physically safe as measured by behavior data and the California Healthy Kids Survey.

An explanation of why the LEA has developed this goal.

Input received from stakeholders through the LCAP development process indicates a desire to improve student and parent connectedness to their school community. We plan to increase student, staff and family voice and engagement through principal coffees. newsletters from individual departments, parent training, PTO & PTA meetings, coffee with counselors and aligning the work of Educational Services and Student Services

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

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Suspension Rate - All and Major Student Groups	2019-2020 All: 1.8% African American: 5.3% Asian: 1.0% Filipino: 1.3% Hispanic or Latino: 2.2% Pacific Islander: 3.8% White: 3.3%				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%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Two or More Races: 2.0% English Learners 1.3% Students with Disabilities 3.6% Socioeconomically Disadvantaged 3.4% Homeless 0%				Two or More Races: 0.6% English Learners 0.2% Students with Disabilities 0.9% Socioeconomically Disadvantaged 0.8% Homeless 0%
Middle School Dropout Rate - All and Major Student Groups	2019-2020 Overall Dropout 0%				0%
Percentage of Students with IEPs with at least 15% of day in Gen Ed Classroom	90% (2018-19 SELPA report)				100%

Actions

Action #	Title	Description	Total Funds	Contributing
1	Social Emotional Curriculum and support	Provide follow up training and training for new staff on the implementation of the District's social emotional curriculum, Second Step.	$0.00	Yes
2	Provide coordinated Health Services	Employ one District nurse and at minimum 3 Licensed Vocational Nurses to ensure the health and safety of students throughout the District	$354,949.00	Yes
3	Provide Mental Health Services	Employ 4 school psychologists, 2 elementary counselors, 1 middle school counselor and contract with an outside agency for mental	$380,621.00	Yes

Action #	Title	Description	Total Funds	Contributing
		health therapists to increase accessibility to mental health services to ensure the social/emotional needs of our students and staff are met.		
4	Implement and support inclusive practices for students with disabilities	District will have all students on general education rosters and all students will spend a portion of their day in the general education classroom.	$120,670.00	No
5	Develop District-wide use of Positive Behavioral Interventions and Supports	Re-invigorate staff engagement around Positive Behavioral Interventions and Supports (PBIS). District will provide training and ongoing support for the implementation of PBIS in the classroom and throughout the school site.	$13,256.00	No
6	Title IX	Train staff on the definition and actions related to the IX. Review and revise policies and procedures under Title IX.	$7,100.00	No
7	Monitor Student and Staff Feedback	Analyze and utilize the data from the California School Climate, Health and Learning Survey (CHKS) to increase engagement and connectedness throughout the District	$2,500.00	No

Goal Analysis [2021-22]

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

A description of any substantive differences in planned actions and actual implementation of these actions.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of how effective the specific actions were in making progress toward the goal.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Goals and Actions

Goal

Goal #	Description
4	By June 2023, the District will increase daily attendance (ADA) from 96.5% to 97% and reduce chronic absenteeism by reducing the number of students absent greater than 5% of the school year by ensuring attendance for all students and staff will be celebrated, supported and monitored to optimize teaching and learning.

An explanation of why the LEA has developed this goal.

Our goal was developed to target chronic absenteeism based on an identified need as referenced in the CA Dashboard. The District was supported by the San Mateo County Office of Education to develop a plan for improvement that was lead by the Director of Student Services who established a District team to mitigate chronic absenteeism. Although the white student group qualified Millbrae for Differentiated Assistance, additional student groups were identified as needing improvement (Filipino, Hispanic, Native Hawaiian/Pacific Islander, Socio-economically disadvantaged students). Therefore, in coordination and consultation with school leaders and executive cabinet members the District determined a focused goal in the area of attendance could ensure implementation of the tiered interventions we identified this year. Along with a focus goal, site leaders included an attendance goal in the School Plan for Student Achievement (SPSA) to reduce chronic absenteeism. This was developed based on data from Attendance Works that suggests that chronic absenteeism puts students academically at risk with research showing that missing 10% of a school year for any reason can lead to students having difficulty learning to read by 3rd grade. Furthermore, chronic absenteeism can be significantly reduced when schools, districts, community agencies and families work together to monitor the data, identify and remove barriers for getting students to class and nurture a habit of regular attendance. When students who had been chronically absent begin attending school regularly again, their grades and chances for graduation improve, the latest research reveals. Since the District's attendance rate in 18/19 was 96.5%, which was a decline from the District's historic rate of 97%. Due to the pandemic, attendance data for 2019-20 and 2020-21 is not factored into this goal as any improvement could be an anomaly.

Finally, since attendance improves when schools engage students and parents in positive ways. Therefore, the District will implement strategies from Attendance Works to engage students and increase daily attendance with the following best practices:

Connect students with school through leadership activities, elective and sports
Physically health learning environment
Welcoming, socially-emotionally safe, trauma-informed school climate
Enrichment activities and clubs
Positive relationships between school staff, students and families
Predicable daily/weekly routines, rituals and celebrations
Active engagement of parents and students in planning and problem solving

State Priorities:
Priority 4: Pupil Achievement (Achievement)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Chronic Absenteeism Rate	2019 CA School Dashboard Chronic Absenteeism Rate: All: 9.7% Asian : 3.4% African American: 6.3% Students with Disabilities: 12.4% English Learners: 11.7% Filipino: 17.2% Hispanic or Latino: 16.4% Homeless: 4.8% Pacific Islander: 25.5% Socioeconomically Disadvantaged: 17.7% Two or More Races: 9.2% White: 14%				2019 CA School Dashboard Chronic Absenteeism Rate: All: 5.2% Asian : 2.4% African American: 3.3% Students with Disabilities: 6.4% English Learners: 5.7% Filipino: 8.2% Hispanic or Latino: 8.4% Homeless: 2.8% Pacific Islander: 16.5% Socioeconomically Disadvantaged: 8.7% Two or More Races: 4.7% White: 7.0%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Attendance Rate	2018-2019 Attendance Rate: 96.4%				97%
# of staff absences	2018-19 Staff Attendance: 7 Absences per FTE				5 Absences per FTE
Parent Engagement - Building Relationships	1. Rate the LEA's progress in developing the capacity of staff (i.e. administrators, teachers, and classified staff) to build trusting and respectful relationships with families. Full Implementation 2. Rate the LEA's progress in creating welcoming environments for all families in the community. Initial Implementation 3. Rate the LEA's progress in supporting staff to learn about each family's strengths, cultures, languages, and goals for their children. Full Implementation 4. Rate the LEA's progress in				1. Rate the LEA's progress in developing the capacity of staff (i.e. administrators, teachers, and classified staff) to build trusting and respectful relationships with families. Full Implementation 2. Rate the LEA's progress in creating welcoming environments for all families in the community. Full Implementation 3. Rate the LEA's progress in supporting staff to learn about each family's strengths, cultures, languages, and goals for their children. Full Implementation 4. Rate the LEA's progress in

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	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. Initial Implementation				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. Full Implementation
Parent Survey	Concerned about child's academic growth: Not at all concerned/slightly concerned 48.7% I feel a sense of belonging with my child's school community: Strongly agree/agree 53.6% I know how to communicate with my child's school: Strong agree/agree 80%				Concerned about child's academic growth: Not at all concerned/slightly concerned 68.7% I feel a sense of belonging with my child's school community: Strongly agree/agree 73.6% I know how to communicate with my child's school: Strong agree/agree 90%

Actions

Action #	Title	Description	Total Funds	Contributing
1	Family and Community Outreach	Implement "Attendance Matters" to improve attendance through parent education, incentives to schools for improved attendance, track attendance data and develop strategies to support and celebrate good attendance	$780,743.00	No

Action #	Title	Description	Total Funds	Contributing
2	Analyze data to intervene when students are absent	Staff will analyze data and develop, monitor, and assess daily attendance during collaboration time.	$0.00	No
3	Creating a positive environment that promotes attendance	District will continue to implement PBIS at all school sites to foster a positive environment to promote student attendance	$0.00	No
4	Family Engagement	District will hire a 1.0 Social Worker to assist families with additional resources to mitigate chronic absenteeism	$16,669.00	Yes
5	Increase staff attendance to demonstrate and model attendance	Increase staff attendance in accordance with revised CBA language and calendar development to improve attendance along with financial incentives to encourage attendance.	$46,841.00	No
6	Provide before and after school programs	Contract with Boys and Girls Club to expand extended day programs to include before care at Lomita Park	$124,619.00	No

Goal Analysis [2021-22]

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

A description of any substantive differences in planned actions and actual implementation of these actions.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of how effective the specific actions were in making progress toward the goal.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Goals and Actions

Goal

Goal #	Description
5	English Language Learners acquisition of English Language and learning of state standards will improve to close the achievement gaps over the next two years.

An explanation of why the LEA has developed this goal.

During the 2020-21 school year, multiple indicators of student progress, including English language development, academic achievement on the California Dashboard, attendance, and interim assessments were analyzed by school leaders and school staff. DELAC members identified areas to revise, strengthen, and add to the LCAP by utilizing the Dashboard analysis exercises, and exemplary rubric provided by EL Rise. Through this work, achievement gaps were identified on the 2019 State Assessment of 33 points difference in ELA between 'All students' (26 points above standard) and 'English Language Learners' (7 points below standard) and the increasing number of Long Term English Language Learners (LTEL's) at Taylor Middle School (40) highlighted a need for improvement. The Millbrae School District was also identified for Significant Disproportionality and a Coordinated Early Intervention Plan was developed because of a high percentage of LatinX students were referred for Individualized Education Program (IEP's).

For these reasons the English Learner Master Plan was updated in February 2021 by the district's English Language Learner Coordinator in collaboration with a site principal. The redevelopment of the English Language Master Plan focuses on district systems as well as the need for ongoing training and support related to the policies, programs and practices of the plan. Additionally, the plan was influenced by the principles guiding the California Department of Education's English Language Learner Roadmap.

In addition to the staff embarking on a system wide examination of student progress, it is imperative that special attention be given to our English learner population. In recent years, reclassification and long term English language learner data has revealed a need to focus on English language development and language acquisition strategies in both integrated and designated ELD.

To support this endeavor, we are collaborating with the San Mateo County Office of Education's EL Rise team to provide training and ongoing support for school leaders, teachers, and support staff during professional development days. Due to additional funding provided by the 'CARES Act' or 'Extended Learning and Academic Support', capacity building has occurred in the 2020-2021 school year through initial training's attended by site representatives, EL Coordinators, and principals. They will be key leaders in this work. To sustain the momentum gained this year and help lessen the impact of a long absence from in-person learning we identified a need to feature English Language learners in an LCAP focus goal.

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

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
English Learner Progress Indicator	2019 CA School Dashboard: 67.6% making progress towards English language proficiency. Progress Levels: Very High				80% making progress towards English language proficiency. Progress Levels: Very High
At-Risk LTEL Rate	2019-2020: At-Risk 4-5 Years: 3.9%				At-Risk 4-5 Years: 1.0%
LTEL (Long-Term English Learner) Rate	2019-2020: LTEL 6+ Years: 2.5%				LTEL 6+ Years: 0.5%

Actions

Action #	Title	Description	Total Funds	Contributing
1	Fund 3.0 EL tutors	EL tutors support English learners with English Language Development, administering assessments, and monitoring student progress.	$152,991.00	Yes
2	Provide 1.6 EL Coordinators	Hire 1.0 EL teacher to partner with EL coordinator to implement EL Master Plan and support mitigation of unfinished learning for English learners. Additional staff can also supervise EL tutors, coordinate state testing and build capacity in use of data and best practices for English Language Learners.	$211,608.00	Yes

Action #	Title	Description	Total Funds	Contributing
3	Offer EL Rise Professional Development (Continue)	EL Rise: Increase educator knowledge about the English Learner Roadmap and build skills and strategies for implementing evidence-based strategies. Develop an asset based model and mindset toward multilingual students (crossover to goal 3) 4 half day Professional Development Days 5 Follow-up facilitation Days 5 (one from each site) to attend after school workshops - 4 sessions - 2 hours each EL Rise Team to support implementation - 4 meetings - 1 hour each	$47,087.00	No
4	Implement ELD through training, programs and resources	Provide training to all staff in English language development and strategies to support success of English learner in teaching and learning. Use the ELD curriculum already supported by the district: Imagine Learning Wonders ELD	$147,420.00	No
5	Taylor Middle School ELD teacher	A middle school English Language Development Teacher will provide instruction for English Language Learners with a focus on acceleration to ensure reclassification of Long Term EL's	$105,852.00	Yes
6	Long Term English Language Learner Program	Improve and expand Long Term English Language Learner program at Taylor Middle school Off site visits/observations to partnering District (San Mateo Foster) - 6 hours of coverage	$2,156.00	Yes

Action #	Title	Description	Total Funds	Contributing
7	After school tutoring and enrichment programs	Provide before and after school programs that also include ELD after the bell. This will be in partnership with Boys and Girls Club.	$0.00	No

Goal Analysis [2021-22]

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

A description of any substantive differences in planned actions and actual implementation of these actions.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of how effective the specific actions were in making progress toward the goal.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2021-22]

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
7.23%	1,409,096

The Budgeted Expenditures for Actions identified as Contributing may be found in the Increased or Improved Services Expenditures Table.

Required Descriptions

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

Goal 2, Action 3: 3.0 Reading Teachers (281,885.00) Students who are English learners, low income, or foster youth receive are prioritized for support from the reading specialists in daily intervention which helps in their progress toward reading on grade level. This year, additional books and materials were sent home for the students which increased engagement in at-home learning. Monitoring of progress for the students using the Development Reading Assessment (DRA) reveals that many students "graduated" by improving to the grade level expectations from the intervention this year, but by building out a Multi-tiered System of Support next year, assessing how students respond to the intervention will improve.

Goal 5, Action 5: 1.0 English learner teacher at Taylor Middle School (105,852.00) . English learners who have not been reclassified when they enter middle school (Long Term English Learners) and Newcomers (EL's new to the US) have a class with an EL teacher at middle school. This teacher teaches English language development and assesses the students. In 20-21, part of this teacher's time was spent in the coordination of services for English learners which reduced his time in direct teaching. In 21-22 all of his time will be dedicated to teaching and assessing this priority group of students with support from 1.6 EL Coordinators district-wide. To better meet the objective of reclassifying students 5 or more years in the program before they enter high school, the teacher has visited a successful program at a neighboring district along with our English Learner Coordinator and will be implementing this in 21-22. This and improved English Learner Proficiency Assessment practices and implementation for MESD's EL Master Plan will lead to more English learners making progress.

Goal 5, Action 2: English Learner Coordinators (202,397.00): MESD increased the investment in English learner coordinators to support practices detailed in our LCAP goal 5. During the pandemic, progress for many English learners was impacted greater than English only students with the limited incidental access to second language exposure and practice. Additional supports through materials and online curriculum helped, but next year, to ensure timely supports including tutoring, before and after school programs, and implementation of best practices learned through participating with the statewide initiative EL Rise, EL Coordinators will ensure English learners goals are met.

The EL Coordinators will also support the use of EL language and academic data in our Multi-tiered System of Support, and support school leaders with data use at the school level to ensure integrated and designated English language development implementation leads to increase language proficiency.

Goal 3, Action 3: Counselors (189,827.00): Counselors prioritize the needs of foster youth, English learners and low- income students through the referral process as a tier 2 intervention that builds on the social and emotional support program "Second Step". Counselors help direct unduplicated pupils to other necessary services working with Student Services, nurses and LVNs and outside providers to help meet the diverse needs of unduplicated students. Student support teams provide a structure for this coordination as does the Multi-tiered System of Support (MTSS) at our most impacted school, Lomita Park. In 21-22, counselors will be instrumental in the build and implementation of the MTSS program, and will work with the social worker to meet the needs of the Foster Youth, English learners and low-income students.

Goal 2, Action 10: Instructional Aides (171,461): School and district leaders (including EL Coordinators) help determine which students need additional support from Instructional Aides and thus prioritize unduplicated students when scheduling instructional aides in the classrooms. This is effective in meeting the needs of foster youth or low-income students as it provides 1:1 or small group support in learning standards. For English learners, instructional aides can support their access to curriculum within the classroom when language is a barrier. During distance learning, break-out rooms in the Zoom virtual space were used for some of the interventions provided by Instructional Aides, but the effectiveness will improve in in-person learning as well as the new coordinated efforts under our MTSS structures and use of data in teacher collaboration.

Goal 5, Action 1: Tutors (152,991.00): Reclassification rates of English learners and progress for English learner in reading (as measured by Development Reading Assessment and CAASPP results) demonstrated students not making adequate progress in language acquisition such that English learners can access and learn grade level content. During COVID 19, we also noticed Long Term English learners failing core classes in middle school. This need caused us to increase our training in ELD. Meanwhile, tutors provide instruction exclusively for English learners to support with language acquisition. Tutors also support assessment, both state and local assessments, for English learners. This tutoring augments the instruction English learners receive in the regular classroom and from other specialists like the reading specialists. Effectiveness improved with the addition of curricula adapted for English leaners. In 20-21, with more systemic implementation of English language development through the district participation in EL Rise, the tutoring services will have greater impact.

Goal 5, Action 4: Release Time for CALL/RALLI Training/Reading (1,656.00): Millbrae invested in California Reading and Literature Program (CRLP) professional development to support teachers working with English learners. This has improved English learner access to curriculum as it focuses on reading and writing, an area of challenge for EL's. Continuing to provide release time for teachers who need additional training can ensure sustainability of this support for students and build capacity in staff in this "High Quality PD".

Goal 5, Action 4: EL Supplies & Tech (4000's)(500): English learners are served by teachers and tutors and prioritized based on student academic and language progress. Additional materials are bought annually to resupply consumable materials and will contribute to our efforts to accelerate language acquisition for the students.

Goal 3, Action 2: Nurse (100,939.00). The needs of foster youth, English learners, and students from low-income families in health and welfare increased during the pandemic and can be an impediment to academic progress without a comprehensive set of supports. The Millbrae investment in a nurse will support the coordination of these supports and services in partnership with other staff (counselors, MTSS Coordinators, EL Coordinators, student services experts, etc.) to prioritize the needs of unduplicated pupils and ensure more strategic monitoring of health and welfare interventions.

Goal 2, Action 8: 2 additional Days Professional Development (157,994.00): In 20-21, selected Millbrae teachers participated in EL Rise to learn strategies to support English learners, a group of students who have underperformed. Additionally, through evaluation of data for students from low-income families, we see reading and English language arts scores for the students are far below their peers. Through meetings with site leaders and staff, including bargaining unit leads, adding professional development days to the calendar to ensure on-going PD was prioritized. This will impact the learning of unduplicated pupils through broad dissemination of research based best practices.

Goal 2, Action 12: Principal on Special Assignment (51,708.00): Millbrae will have new school leaders at every school next year. To ensure the needs of unduplicated pupils are prioritized under the leadership of the new, but experienced, leaders, a Principal on Special Assignment will support the use of data and data systems, coordination of programs, and work alongside the EL Coordinator and Teacher On Special Assignment, to support the development of the Multi-tiered System of Support and monitoring of programs and services for English learners, Foster Youth and students from low -income homes.

Goal 1, Action 2: Additional PD Days (152,768): Current English learners scored 71.9 points below standard in English language arts on the 2019 Smarter Balance Summative Assessment compared with their English only peers who scored 31 points above standards. Students from low-income homes score 28 points below standard. All student groups declined in English language arts. MESD aligned the current curriculum with ELA content standards in a scope and sequence and developed formative assessments to measure progress. District-wide PD days will be used for training in the new scope and sequence, curriculum materials that best meet the standards, and modifications to address the identified needs of all students including English learners and students from low-income homes to close gaps. This action is above and beyond because the PD will include specific strategies to meet the needs of English learners and struggling readers and will include all staff, but it also links with other actions to under goal 2 (Multi-tiered system of support, reading specialists and interventionists). Measurable outcomes include the measures under goal 5 (reducing LTEL's) and goal 1 measures of reducing distance from standards for the identified student groups.

Goal 2, Action 3: Community Liaison/Social Worker (126,624): Prior to COVID 19, MESD identified needs beyond academic needs in vulnerable students including Foster Youth, English learners, and students from low-income families. Lomita Park, a Title 1 school, with the largest percentage of students from these groups and their families, experienced more needs (i.e. health and welfare, mental health, etc.) so that those needs didn't impact learning. To meet those needs, a community liaison/social worker will be hired to work alongside counselors, teachers, leaders, and other school staff in the Multi-tiered System of Support (MTSS) to link students and families to community resources and outside agencies. All district students, but especially English learners and low-come families, will benefit from these linkages, but our focus will be on the students at Lomita Park who often fall into more than one of these categories. It will help the students by helping school staff by identifying needs and ultimately ensure students and families access the resources they need so that academic impact is minimized.

Goal 2, Action 7: Provide Extended Learning Time (300,198): While ample resource is being provided for Extended Learning, MESD will continue to prioritize English learners and students who are from low-income families as the gaps in their achievement (in ELA and Math, as well as grades in middle school) are highest. The distance previously mentioned in ELA is similar for math with current EL's scoring 32 points below standard on the Smarter Balance Test and students from low-income families scoring 43 points below standard. This compares with White students who score nearly 6 points above standard. By having extended day programs either after school or in summer, these students have access to tutors and teachers who can support their learning and help improve their performance on State and District Assessments and language assessments. Millbrae also intends to add before care programs at Lomita Park as a strategy to improve attendance for English learners and low-come students as families have indicated this is a need.

Goal 4, Action 1: Family and Community Outreach (780,743): To address MESD's chronic absenteeism rates, which continued to be high for all students, especially English learners and low-income students, administrators developed School Plan for Student Achievement (SPSA) goals to improve attendance and reduce chronic absenteeism. Actions to meet these goals included research based best practices from Attendance Works and provided in Attendance Matters Resources. Family education on the important of attendance began during 20-21, but the pandemic improved attendance since travel was challenging and students learned in distance learning for the majority of the year. Two locations with the largest concentration of EL's and low-income students, Lomita Park and Taylor Middle will have additional support for Family and Community outreach (MTSS coordinators, social worker) which school leaders will coordinate. The school leaders will be providing incentives to students as well as implementing tiered engagement strategies and monitoring attendance using the student information system and the District data warehouse, Datazone.

Goal 5, Action 6: Long Term English Learner Program (2,156): Taylor Middle School has a high number of Long Term English Learners (English learner enrolled in programs beyond 5 years). When students do not exit programs in reclassification, they have reduced course options and often score poorly on assessments. A local K-8 district has developed programming that has proven successful in helping LTEL's progress, so this expenditure will support the middle school EL teacher in learning and implementing the lessons and curriculum for the impacted students to exit the program. The measure will be the reclassification rate for English learners.

A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.

A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.

Foster Youth: Millbrae had 2 students in the Foster Youth system in the 20-21 school-year, and those students will not be in Millbrae next year. However, should we have qualifying students, the increased or improved services include reading specialists to provide reading intervention supports should they read below grade level, counseling supports to meet their identified social and emotional needs by being on the regular caseload for the counselors, instructional aides should they need support in the regular classroom, and access to a Nurse to assess and coordinate health and mental health services and needs. Foster youth would also benefit from the social worker who can ensure coordination of services for youth in the system. Foster Youth would also be prioritized in any extended day programs providing them service beyond other students not in this unduplicated student groups.

English Learners (EL): In 21-22, EL programs and services are being increased to mitigate impact of the pandemic and to reverse the academic trends in the 2019 California Dashboard. Improvements in reading support through the Reading specialists and the ELD tutors will be implemented based on lessons learned in the 20-21 school year, and best practices detailed in the EL Master Plan adopted by Millbrae this year. Counselors and instructional aides will prioritize the needs of these students through the strategic efforts of the ELD coordinators and Principal on Special Assignment, a new position at Millbrae next year. The multi-tiered system of support being furthered in Lomita Park and developed at Taylor Middle School will further ensure unduplicated pupils are prioritized in the services included before and after-care. Teacher training in best practices to serve the needs of English learners through the EL Rise Statewide Initiative will be an increase for 21-22 and benefit EL's through more systemwide implementation of those practices. Supplies and on-going training for teachers, including the EL Teacher at the Middle School, will improve the services in effective practice for our Long Term EL's at middle school. A Community

Liaison/Social Worker will provide coordination of services for English Learners and their families and further the work of school leaders in tiered strategies to address chronic absenteeism.

Students from Low-income families: Our students from low-income homes began to make progress on local assessments with improvements in the interventions were implemented in 20-21, but many of the students in our highly impacted Title 1 school, Lomita Park, struggled with attendance, and needed additional social and emotional supports. Counselors, instructional aides, and a nurse will increase the supports for the students by meeting their social and emotional needs as well as coordinating any community or mental health needs while intervening academically. Also, to ensure seamless transition for the new, but experienced leaders, into all of our schools, but especially our high impact school with the large percentages of unduplicated pupils, a Principal on Special Assignment will provide continuity of services for the students in low-income homes. A Community Liaison/Social Worker will provide coordination of services for students from low-income homes and their families and further the work of school leaders in tiered strategies to address chronic absenteeism.

Total Expenditures Table

LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
$15,184,009.00	$6,072,757.00	$872,927.00	$894,185.00	$23,023,878.00

Totals:	Total Personnel	Total Non-personnel
Totals:	$20,624,921.00	$2,398,957.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	All	Hire and retain fully certificated, highly qualified staff	$9,054,881.00	$591,436.00	$404,191.00		$10,050,508.00
1	2	English Learners Foster Youth Low Income	All students will access general education, grade-level standards	$167,728.00				$167,728.00
1	3	All	Teach a focused English Language Arts (ELA) scope and sequence and implement writing tasks	$1,063,468.00				$1,063,468.00
1	4	All	All teachers will review student work, collaborate with service providers, develop assignments, etc.	$35,406.00	$38,800.00			$74,206.00
1	5	All	All students will take interim assessments throughout the year			$102,427.00		$102,427.00
1	6	All	Develop a math scope and sequence and tasks as part of the broader county math collaboration					$0.00
1	7	All	Ensure facilities are in good repair	$1,596,413.00				$1,596,413.00
1	8	All	Enrichment classes will be offered to students			$366,309.00		$366,309.00
2	1	All	Hire Multi-tiered System of Support Coordinators		$189,937.00		$63,312.00	$253,249.00
2	2	Students with Disabilities	Students identified with disabilities will be served by credentialed staff	$1,150,313.00	$2,073,849.00		$445,211.00	$3,669,373.00
2	3	English Learners Foster Youth Low Income	Reading Interventions and Supports for Struggling Readers	$281,885.00			$101,136.00	$383,021.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
2	4	All	Support students and families with a community liaison/social worker		$126,624.00			$126,624.00
2	5	All	Mitigation of unfinished learning due to COVID-19 pandemic		$220,723.00			$220,723.00
2	6	All	Provide interventions and supplemental instruction		$223,334.00			$223,334.00
2	7	All Students with Disabilities	Provide extended learning opportunities		$300,198.00			$300,198.00
2	8	All	Provide professional learning in best practices		$147,421.00			$147,421.00
2	9	All	Provide training on student data analysis					$0.00
2	10	English Learners Foster Youth Low Income	Ensure students have supplemental instruction	$171,461.00			$25,783.00	$197,244.00
2	11	All	Provide induction support for beginning teachers				$31,656.00	$31,656.00
2	12	English Learners Foster Youth Low Income	Provide a Principal on Special Assignment	$34,472.00	$137,889.00			$172,361.00
2	13	Students with Disabilities	Ensure placements address identified needs of students		$1,359,033.00			$1,359,033.00
2	14	Students with Disabilities	Hire and retain Special Education Staff					$0.00
2	15	All	Ensure Consistent Special Education Referral Process		$3,500.00			$3,500.00
3	1	English Learners Foster Youth Low Income	Social Emotional Curriculum and support					$0.00
3	2	English Learners Foster Youth Low Income	Provide coordinated Health Services	$100,939.00	$254,010.00			$354,949.00
3	3	English Learners Foster Youth Low Income	Provide Mental Health Services	$189,827.00	$10,794.00		$180,000.00	$380,621.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
3	4	Students with Disabilities	Implement and support inclusive practices for students with disabilities		$120,670.00			$120,670.00
3	5	All Students with Disabilities	Develop District-wide use of Positive Behavioral Interventions and Supports	$13,256.00				$13,256.00
3	6	All	Title IX	$7,100.00				$7,100.00
3	7	All	Monitor Student and Staff Feedback		$2,500.00			$2,500.00
4	1	All	Family and Community Outreach	$780,743.00				$780,743.00
4	2	All	Analyze data to intervene when students are absent					$0.00
4	3	All	Creating a positive environment that promotes attendance					$0.00
4	4	English Learners Foster Youth Low Income	Family Engagement	$16,669.00				$16,669.00
4	5	All Students with Disabilities	Increase staff attendance to demonstrate and model attendance	$46,841.00				$46,841.00
4	6	All	Provide before and after school programs		$124,619.00			$124,619.00
5	1	English Learners	Fund 3.0 EL tutors	$152,991.00				$152,991.00
5	2	English Learners	Provide 1.6 EL Coordinators	$211,608.00				$211,608.00
5	3	All	Offer EL Rise Professional Development (Continue)				$47,087.00	$47,087.00
5	4	All	Implement ELD through training, programs and resources		$147,420.00			$147,420.00
5	5	English Learners	Taylor Middle School ELD teacher	$105,852.00				$105,852.00
5	6	English Learners	Long Term English Language Learner Program	$2,156.00				$2,156.00
5	7	All	After school tutoring and enrichment programs					$0.00

Contributing Expenditures Tables

Totals by Type	Total LCFF Funds	Total Funds
Total:	$1,435,588.00	$2,145,200.00
LEA-wide Total:	$1,327,580.00	$2,037,192.00
Limited Total:	$0.00	$0.00
Schoolwide Total:	$108,008.00	$108,008.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	**2**	All students will access general education, grade-level standards	LEA-wide	English Learners Foster Youth Low Income	All Schools	$167,728.00	$167,728.00
2	**3**	Reading Interventions and Supports for Struggling Readers	LEA-wide	English Learners Foster Youth Low Income		$281,885.00	$383,021.00
2	**6**	Provide interventions and supplemental instruction			All Schools		$223,334.00
2	**10**	Ensure students have supplemental instruction	LEA-wide	English Learners Foster Youth Low Income	All Schools	$171,461.00	$197,244.00
2	**12**	Provide a Principal on Special Assignment	LEA-wide	English Learners Foster Youth Low Income	All Schools	$34,472.00	$172,361.00
3	**1**	Social Emotional Curriculum and support	LEA-wide	English Learners Foster Youth Low Income			$0.00
3	**2**	Provide coordinated Health Services	LEA-wide	English Learners Foster Youth Low Income	All Schools	$100,939.00	$354,949.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
3	3	Provide Mental Health Services	LEA-wide	English Learners Foster Youth Low Income	All Schools	$189,827.00	$380,621.00
4	4	Family Engagement	LEA-wide	English Learners Foster Youth Low Income	All Schools	$16,669.00	$16,669.00
5	1	Fund 3.0 EL tutors	LEA-wide	English Learners		$152,991.00	$152,991.00
5	2	Provide 1.6 EL Coordinators	LEA-wide	English Learners		$211,608.00	$211,608.00
5	5	Taylor Middle School ELD teacher	Schoolwide	English Learners	Specific Schools: Taylor Middle School	$105,852.00	$105,852.00
5	6	Long Term English Language Learner Program	Schoolwide	English Learners		$2,156.00	$2,156.00

Annual Update Table Year 1 [2021-22]

Annual update of the 2021-22 goals will occur during the 2022-23 update cycle.

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Total Planned Expenditures	Total Estimated Actual Expenditures

Totals:	Planned Expenditure Total	Estimated Actual Total
Totals:		

Instructions

[Plan Summary](#)

[Stakeholder Engagement](#)

[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 LCAP template, please contact the local 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 LEAs to engage their local stakeholders in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have ten state priorities). LEAs document the results of this planning process in the Local Control and Accountability Plan (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 (California *Education Code* [*EC*] 52064(e)(1)). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. Local educational agencies (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 Stakeholder Engagement:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful stakeholder engagement (*EC* 52064(e)(1)). Local stakeholders 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 aspects of the LCAP template 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, and low-income students in proportion to the amount of additional funding those students generate under LCFF (*EC* 52064(b)(4-6)).

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

- Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* 52064(b)(7)).

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 should: (a) reflect comprehensive strategic planning (b) through meaningful engagement with stakeholders 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 stakeholder engagement tool.

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 2021–22, 2022–23, and 2023–24 school years reflects statutory changes made through Assembly Bill 1840 (Committee on Budget), Chapter 243, Statutes of 2018. These statutory changes enhance transparency regarding expenditures on actions included in the LCAP, including actions that contribute to meeting the requirement to increase or improve services for foster youth, English learners, and low-income students, and to streamline the information presented within the LCAP to make adopted LCAPs more accessible for stakeholders and the public.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing, but also allow stakeholders 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 stakeholders 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 stakeholder engagement functions:

Given present performance across the state priorities and on indicators in the California School Dashboard, how is the LEA using its budgetary resources to respond to 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 or a set of actions that the LEA believes, based on input gathered from stakeholders, research, and experience, will have the biggest impact on behalf of its 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 itself. Additionally, information is included at the beginning of each section emphasizing the purpose that each 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 provide a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included in the subsequent sections of the LCAP.

Requirements and Instructions

General Information – Briefly describe the students and community. For example, information about an LEA in terms of geography, enrollment, or employment, the number and size of specific schools, recent community challenges, and other such information as an LEA wishes to include can enable a reader to more fully understand an LEA's LCAP.

Reflections: Successes – Based on a review of performance on the state indicators and local performance indicators included in the Dashboard, progress toward LCAP goals, local self-assessment tools, stakeholder input, and any other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success? This may include identifying specific examples of how past increases or improvements in services for foster youth, English learners, and low-income students have led to improved performance for these students.

Reflections: Identified Need – Referring to the Dashboard, identify: (a) any state indicator for which overall performance was in the "Red" or "Orange" performance category or any local indicator where the LEA received a "Not Met" or "Not Met for Two or More Years" rating AND (b) any state indicator for which performance for any student group was two or more performance levels below the "all student" performance. What steps is the LEA planning to take to address these areas of low performance and performance gaps? Other needs may be identified using locally collected data including data collected to inform the self-reflection tools and reporting local indicators on the Dashboard.

LCAP Highlights – Identify and briefly summarize the key features of this year's LCAP.

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

- **Support for Identified Schools**: 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**: Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Stakeholder Engagement

Purpose

Significant and purposeful engagement of parents, students, educators, and other stakeholders, 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 stakeholder engagement should support comprehensive strategic planning, accountability, and improvement across the state priorities and locally identified priorities (*EC* 52064(e)(1)). Stakeholder engagement is an ongoing, annual process.

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

Statute and regulations specify the stakeholder groups that school districts and COEs must consult when developing the LCAP: teachers, principals, administrators, other school personnel, local bargaining units of the LEA, parents, and students. Before adopting the LCAP, school districts and COEs must share it with the Parent Advisory Committee and, if applicable, to its English Learner Parent Advisory Committee. 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. Statute requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and students in developing the LCAP. 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 and actions.

Information and resources that support effective stakeholder engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the following web page of the CDE's website: https://www.cde.ca.gov/re/lc/.

Requirements and Instructions

Below is an excerpt from the 2018–19 *Guide for Annual Audits of K–12 Local Education Agencies and State Compliance Reporting*, which is provided to highlight the legal requirements for stakeholder engagement in the LCAP development process:

> **Local Control and Accountability Plan:**
> For county offices of education and school districts only, verify the LEA:
>
> a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.
>
> b) If applicable, presented the local control and accountability plan to the English learner parent advisory committee, in accordance with Education Code section 52062(a)(2) or 52068(a)(2), as appropriate.

c) Notified members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the local control and accountability plan in accordance with Education Code section 52062(a)(3) or 52068(a)(3), as appropriate.

d) Held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1), as appropriate.

e) Adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2), as appropriate.

Prompt 1: "A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP."

Describe the stakeholder engagement process used by the LEA to involve stakeholders in the development of the LCAP, including, at a minimum, describing how the LEA met its obligation to consult with all statutorily required stakeholder groups 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 stakeholders. A response may also include information about an LEA's philosophical approach to stakeholder engagement.

Prompt 2: "A summary of the feedback provided by specific stakeholder groups."

Describe and summarize the stakeholder feedback provided by specific stakeholders. A sufficient response to this prompt will indicate ideas, trends, or inputs that emerged from an analysis of the feedback received from stakeholders.

Prompt 3: "A description of the aspects of the LCAP that were influenced by specific stakeholder input."

A sufficient response to this prompt will provide stakeholders and the public clear, specific information about how the stakeholder engagement process influenced the development of the LCAP. The response must describe aspects of the LCAP that were influenced by or developed in response to the stakeholder feedback described in response to Prompt 2. This may include a description of how the LEA prioritized stakeholder requests within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP. For the purposes of this prompt, "aspects" of an LCAP that may have been influenced by stakeholder input can include, but are 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 desired 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 services
- Determination of effectiveness of the specific actions to achieve the goal
- Determination of material differences in expenditures

- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination of challenges or successes in the implementation of actions

Goals and Actions

Purpose

Well-developed goals will clearly communicate to stakeholders 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 should be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to stakeholders 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 should 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.

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.

- 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.

At a minimum, the LCAP must address all LCFF priorities and associated metrics.

Focus Goal(s)
Goal 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.

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 stakeholders. LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

Broad Goal
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.

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
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 stakeholders, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

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 are encouraged to identify metrics for specific student groups, as appropriate, including expected outcomes that would reflect narrowing of any existing performance gaps.

Include in the baseline column the most recent data associated with this 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 2019 Dashboard for the baseline of a metric only if that data represents the most recent available (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. Because final 2020–2021 outcomes on some metrics may not be computable at the time the 2021–24 LCAP is adopted (e.g. graduation rate, suspension rate), the most recent data available may include a point in time calculation taken each year on the same date for comparability purposes.

The baseline data shall remain unchanged throughout the three-year LCAP.

Complete the table as follows:

- **Metric**: Indicate how progress is being measured using a metric.

- **Baseline**: Enter the baseline when completing the LCAP for 2021–22. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.

- **Year 1 Outcome**: When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.

- **Year 2 Outcome**: When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.

- **Year 3 Outcome**: When completing the LCAP for 2024–25, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2024–25 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.

- **Desired Outcome for 2023-24**: When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2023–24 LCAP year.

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

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023-24)
Enter information in this box when completing the LCAP for **2021–22**.	Enter information in this box when completing the LCAP for **2021–22**.	Enter information in this box when completing the LCAP for **2022–23**. Leave blank until then.	Enter information in this box when completing the LCAP for **2023–24**. Leave blank until then.	Enter information in this box when completing the LCAP for **2024–25**. Leave blank until then.	Enter information in this box when completing the LCAP for **2021–22**.

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 self-reflection tool for local indicators within the Dashboard.

Actions: Enter the action number. Provide a short title for the action. This title will also appear in the expenditure tables. Provide a description of the action. Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the summary expenditure tables. Indicate whether the action contributes to meeting the increase 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 action offered on an LEA-wide or schoolwide basis, the LEA will need to provide additional information in the Increased or Improved Summary Section to address the requirements in *California Code of Regulations*, Title 5 [5 *CCR*] Section 15496(b) in the Increased or Improved Services Section of the LCAP).

> *Actions for English Learners:* School districts, COEs, and charter schools that have a numerically significant English learner student subgroup must include specific actions in the LCAP related to, at a minimum, the language acquisition programs, as defined in *EC* Section 306, provided to students and professional development activities specific to English learners.

> *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.

Goal Analysis:

Enter the LCAP Year

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective in achieving the goal. Respond to the prompts as instructed.

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

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures do not need to be addressed, and a dollar-for-dollar accounting is not required.

- Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. 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 stakeholders. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.

- 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.

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

Purpose

A well-written Increased or Improved Services section provides stakeholders with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improved services for its unduplicated students as compared to all students 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 stakeholders 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.

Requirements and Instructions

This section must be completed for each LCAP year.

When developing the LCAP in year 2 or year 3, copy the "Increased or Improved Services" section and enter the appropriate LCAP year. Using the copy of the section, complete the section as required for the relevant LCAP year. Retain all prior year sections for each of the three years within the LCAP.

Percentage to Increase or Improve Services: Identify the 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).

Increased Apportionment based on the enrollment of Foster Youth, English Learners, and Low-Income Students: Specify the estimate of the amount of funds apportioned on the basis of the number and concentration of unduplicated pupils for the LCAP year.

Required Descriptions:

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

For each action included in the Goals and Actions section as contributing to the increased or improved services requirement for unduplicated pupils and provided on an LEA-wide or schoolwide basis, the LEA must include an explanation consistent with 5 *CCR* Section 15496(b). For any such actions continued into the 2021–24 LCAP from the 2017–2020 LCAP, the LEA must determine whether or not the action was effective as expected, and this determination must reflect evidence of outcome data or actual implementation to date.

Principally Directed and Effective: An LEA demonstrates how an action is principally directed towards and effective in meeting the LEA's goals for unduplicated students when the LEA explains how:

- It considers the needs, conditions, or circumstances of its unduplicated pupils;

- The action, or aspect(s) of the action (including, for example, its design, content, methods, or location), is based on these considerations; and

- The action is intended to help achieve an expected measurable outcome of the associated goal.

As such, the response provided in this section may rely on a needs assessment of unduplicated 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 increase or improve services standard because enrolling students is not the same as serving students.

For example, if an LEA determines that low-income students have a significantly lower attendance rate than the attendance rate for all students, it might justify LEA-wide or schoolwide actions to address this area of need in the following way:

> After assessing the needs, conditions, and circumstances of our low-income students, we learned that the attendance rate of our low-income students is 7% lower than the attendance rate for all students. (Needs, Conditions, Circumstances [Principally Directed])

> In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school

climate that does not emphasize the importance of attendance. Goal N, Actions X, Y, and Z provide additional transportation and nutritional resources as well as a districtwide educational campaign on the benefits of high attendance rates. (Contributing Action(s))

These actions are being provided on an LEA-wide basis and we expect/hope that all students with less than a 100% attendance rate will benefit. However, because of the significantly lower attendance rate of low-income students, and because the actions meet needs most associated with the chronic stresses and experiences of a socio-economically disadvantaged status, we expect that the attendance rate for our low-income students will increase significantly more than the average attendance rate of all other students. (Measurable Outcomes [Effective In])

COEs and Charter Schools: Describe how actions included as contributing to meeting the increased or improved services requirement on an LEA-wide basis are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above. In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

Unduplicated Percentage > 55%: For school districts with an unduplicated pupil percentage of 55% or more, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above.

Unduplicated Percentage < 55%: For school districts with an unduplicated pupil percentage of less than 55%, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the actions **are the most effective use of the funds** to meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions Provided on a Schoolwide Basis:

School Districts must identify in the description those actions being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis.

For schools with 40% or more enrollment of unduplicated pupils: Describe how these actions are principally directed to and effective in meeting its goals for its unduplicated pupils in the state and any local priorities.

For school districts expending funds on a schoolwide basis at a school with less than 40% enrollment of unduplicated pupils: Describe how these actions are principally directed to and how the actions are the most effective use of the funds to meet its goals for foster youth, English learners, and low-income students in the state and any local priorities.

"A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required."

Consistent with the requirements of 5 *CCR* Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to the services provided for all students in the LCAP year. 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 included in the Goals and Actions section as contributing to the increased or improved services requirement. This description must address how these action(s) are expected to result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services the LEA provides to all students for the relevant LCAP year.

Expenditure Tables

Complete the Data Entry table for each action in the LCAP. The information entered into this table will automatically populate the other Expenditure Tables. All information is entered into the Data Entry table. Do not enter data into the other tables.

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

- Table 1: Actions

- Table 2: Total Expenditures

- Table 3: Contributing Expenditures

- Table 4: Annual Update Expenditures

The Data Entry table may be included in the LCAP as adopted by the local governing board or governing body, but is not required to be included.

 In the Data Entry table, provide the following information for each action in the LCAP for the relevant 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.

- **Increased / Improved**: Type "Yes" if the action **is** included as contributing to meeting the increased or improved services; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services.

- 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 K-5), 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".

- **Personnel Expense**: This column will be automatically calculated based on information provided in the following columns:

  - **Total Personnel**: Enter the total amount of personnel expenditures utilized to implement this action.

  - **Total Non-Personnel**: This amount will be automatically calculated.

- **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).

- **Other State Funds**: Enter the total amount of Other State Funds utilized to implement this action, if any.

- **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.