



Annual Update for Developing the 2021-22 Local Control and Accountability Plan

Annual Update for the 2019–20 Local Control and Accountability Plan Year

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The following is the local educational agency's (LEA's) analysis of its goals, measurable outcomes and actions and services from the 2019-20 Local Control and Accountability Plan (LCAP).

Goal 1

All students will receive high quality, 21st century instruction in Common Core and NGSS standards by highly qualified teachers. The instructional environment and overall school climate contribute to full attendance, positive behavior, and opportunities to meet individual academic, social, and emotional needs.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
 Priority 2: State Standards (Conditions of Learning)
 Priority 4: Pupil Achievement (Pupil Outcomes)
 Priority 5: Pupil Engagement (Engagement)
 Priority 6: School Climate (Engagement)
 Priority 7: Course Access (Conditions of Learning)
 Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator SARC 19-20 100% of teachers will be fully credentialed and assigned to teach in areas of their specialization. Baseline 100% of teachers are fully credentialed and assigned to teach in areas of their specialization.	100% of teachers on all campuses are fully credentialed and assigned to teach in areas of their specialization.
Metric/Indicator SARC 19-20 100% of teachers participate in Professional Development activities designed to improve their effectiveness in the classroom either through Curriculum Institute, Course Team activity, IST Team-led Professional Development, or site-specific PD	100% of teachers participated in Professional Development activities designed to improve their effectiveness in the classroom either through Curriculum Institute, Course Team activity, IST Team-led Professional Development, or site-specific PD. This included distance learning professional learning, wellness training, and course team collaboration just to name a few.

Expected	Actual
<p>Baseline 100% of teachers participate in Professional Development activities designed to improve their effectiveness in the classroom either through Curriculum Institute, Course Team activity, IST Team-led Professional Development, or site-specific PD</p>	
<p>Metric/Indicator Board Minutes of Public Hearing</p> <p>19-20 Every student in the school district has sufficient access to standards-aligned instructional materials.</p> <p>Baseline Every student in the school district has sufficient access to standards-aligned instructional materials.</p>	<p>MVLA teachers' curriculum and their supplementals are standards-aligned, giving every student access to standards-aligned instructional materials.</p>
<p>Metric/Indicator Survey/School Records</p> <p>19-20 Every student will have access to a device under the district' BYOD policy; all classrooms have internet access, and all families in the community have access to internet in their homes.</p> <p>Baseline Every student has access to a device under the district' BYOD policy; all classrooms have internet access, and all families in the community have access to internet in their homes.</p>	<p>Every student has access to a device. If a student does not or chooses not to use their personal device, they can check out a Chromebook from their school. All our classrooms have internet access with updated access points. Families with no internet at home were given a hotspot.</p>
<p>Metric/Indicator Facility Inspection Tool</p> <p>19-20 Classrooms and campuses will be properly maintained and continue to receive the highest ratings for cleanliness and safety through surveys and student feedback.</p> <p>Baseline</p>	<p>Our classrooms and campuses go through a daily, weekly, monthly, and yearly cleaning and maintenance routine to provide the cleanest and safest schools we can provide.</p>

Expected	Actual
<p>Classrooms and campuses are properly maintained and continue to receive the highest ratings for cleanliness and safety through surveys and student feedback.</p> <p>Metric/Indicator Dashboard</p> <p>19-20 Reduce suspension rates at LAHS and for designated student populations, district-wide</p> <p>Baseline Increase of suspension rates for LAHS, and for socioeconomically disadvantaged, African American, Latino and students claiming two or more races, district-wide</p>	<p>Suspensions decreased from 2018-19 with 15 Latino suspensions, 1 Multi-race suspensions, to 2019-2020 with 12 Latino suspensions, 0 Multi-race suspension</p>
<p>Metric/Indicator District Records</p> <p>19-20 New Attendance Policy is implemented with fidelity</p> <p>Baseline The current Attendance Policy no longer supports the needs and interests of the district and its students and parents</p>	<p>We are continuing to work, and have not finished yet, on updating our attendance policy.</p>
<p>Metric/Indicator District Records</p> <p>19-20 Supporting the health and well-being of students and staff continues to be recognized as an important underpinning to improving the academic achievement of all students (see Board Goals 2017-2022)</p> <p>Baseline Mental Health services and attention to Wellness were given priority in 2017-18 and have improved significantly as a result of specific efforts in this regard</p>	<p>Mental Health and Wellness services continue to be a priority. Since 2017-2018 we have added a Wellness Director position, provided mandatory wellness and trauma-informed practices for our teachers, provide wellness support for our staff and provided Social-Emotional Learning Modules for all students to participate during our Wednesday Attendance Activity.</p>
<p>Metric/Indicator CA Dashboard</p>	<p>Class of 2019 was reported with 70.1% of our MVLA high school graduates as "Prepared" on the College/Career Indicator.</p>

Expected	Actual
<p>19-20 The district will increase the percentage of students meeting the College and Career Indicator and remain "blue" on the CA Dashboard.</p> <p>Baseline 71.7% of MVLA high school graduates placed in the "Prepared" level on the College/Career Indicator. MVLA is "blue" for all students on the CA Dashboard</p>	<p>MVLA is "Blue" for all students on the CA Dashboard.</p>
<p>Metric/Indicator District Records</p> <p>19-20 Be at or above target of 85% of students passing the AP with a 3 or better</p> <p>Baseline Percentage students passing the AP exam with a 3 or better</p> <p>Baseline in 2016/17: 83% districtwide</p>	<p>MVLA has an increased to 86.3% of our students passing the AP exam with a 3 or better. This is an approximate 3% increase. This has allowed us to meet our target goal (which was 85%).</p>
<p>Metric/Indicator DataQuest</p> <p>19-20 Reduce the Chronic Absenteeism rate below the county and state level.</p> <p>Baseline Chronic Absenteeism and Attendance Rates</p> <p>Baseline in 2016/17 MVLA: 10.9% County: 8.6% State: 10.8%</p>	<p>We have a decrease in our chronic absenteeism with our 2018-19 data showing MVLA: 9.6% which the county and state have an increase in chronic absenteeism (County:8.8% and State: 12%).</p>

Expected	Actual
Metric/Indicator Local Indicators 19-20 Increase the percentage of students prepared for college through the EAP Baseline Percentage of students prepared for college through the EAP Baseline in 2016/17 ELA: 71% Math: 66%	We have seen an increase in our student's preparation for college through the EAP with 2018-19 data for ELA: 82.63% and math Math: 68.81%.

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Professional Development: <ul style="list-style-type: none"> Curriculum Institute Instructional Support Team Six days of annual site-level PD Learningpalooza Training Day Course Team collaboration 	Compensation for work outside the school day and for substitutes (CI & Learningpalooza) 1000-1999: Certificated Personnel Salaries Base \$100,000 0 0 3.0 FTE, IST team salaries 1000-1999: Certificated Personnel Salaries Base 485,000 Cost of Benefits for IST & Extra Hours 3000-3999: Employee Benefits Base 180,000 Costs associated with staff attending workshops and conferences hosted by professional organizations through the district's CI program 5000-	Compensation for work outside the school day and for substitutes (CI & Learningpalooza) 1000-1999: Certificated Personnel Salaries Base 54503 0 0 3.0 FTE, IST team salaries 1000-1999: Certificated Personnel Salaries Base 475506 Cost of Benefits for IST & Extra Hours 3000-3999: Employee Benefits Base 187474 Costs associated with staff attending workshops and conferences hosted by professional organizations through the district's CI program 5000-

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	5999: Services And Other Operating Expenditures Base \$40,000 Instructional and Training Materials 4000-4999: Books And Supplies Base 10,000	5999: Services And Other Operating Expenditures Base 35872 Instructional and Training Materials 4000-4999: Books And Supplies Base 1714
Annual Chromebook refreshment	Chromebooks to refresh current inventory and accommodate student growth 4000-4999: Books And Supplies Base \$250,000	Chromebooks to refresh current inventory and accommodate student growth 4000-4999: Books And Supplies Base 124127
Site Teams continue to implement new Suspension practices and continue to work on expanding alternatives to suspensions	Training or consultation costs 5000-5999: Services And Other Operating Expenditures Base 5,000	Training or consultation costs 5000-5999: Services And Other Operating Expenditures Base 50
Implement the new Attendance Policy	Reservation of 2 slots in County- run alternative programs 7000- 7439: Other Outgo Base \$20,000	Reservation of 2 slots in County- run alternative programs 7000- 7439: Other Outgo Base 0
School sites continue to implement actions identified in 2017-18 that will support Health and Well-being of students and staff.	Student Services Coordinator Salaries and Benefits Vendor Contracts 1000-1999: Certificated Personnel Salaries Base 405,000 Cost of Benefits 3000-3999: Employee Benefits Base 120,000 Tier I Interventions at Sites 5000- 5999: Services And Other Operating Expenditures Base 25,000	Student Services Coordinator Salaries and Benefits Vendor Contracts 1000-1999: Certificated Personnel Salaries Base 407663 Cost of Benefits 3000-3999: Employee Benefits Base 123399 Tier I Interventions at Sites 5000- 5999: Services And Other Operating Expenditures Base 11260
Continue to explore and design of a PBIS/MTSS model and Social Emotional Learning Curriculum	Curriculum and Training 5000- 5999: Services And Other Operating Expenditures Base 20,000	Curriculum and Training 5000- 5999: Services And Other Operating Expenditures Base 2861

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>Work toward full implementation of the district's vision for a comprehensive career technical education program, which includes the creation/expansion of two Engineering (STEAM) Academies and supporting the Academy of Communication, Arts and Technology (Freestyle). Continue to offer high quality curriculum and instruction aligned with the California Career Technical Education Model Curriculum Standards. Continue to support teachers in seeking CTE credentials and required state certification. Continue to develop coherent sequences of career technical education courses that enable students to transition to post-secondary education programs that lead to a career pathway or attain employment upon graduation from high school Continue to provide students with quality career exploration and guidance, counseling and guidance and leadership development. Continue to strive for system alignment, coherence, and articulation, including ongoing and regional or local partnerships with post-secondary educational institutions, documented through formal written agreements.</p>	<p>Materials and Supplies 4000-4999: Books And Supplies CTEIG 180,000</p> <p>Professional Development Costs; consultants, training 5000-5999: Services And Other Operating Expenditures CTEIG 20,000</p> <p>Capital Outlay 6000-6999: Capital Outlay CTEIG 35,000</p>	<p>Materials and Supplies 4000-4999: Books And Supplies CTEIG 52813</p> <p>Professional Development Costs; consultants, training 5000-5999: Services And Other Operating Expenditures CTEIG 4402</p> <p>Capital Outlay 6000-6999: Capital Outlay CTEIG 0</p>

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

All goals were implemented, yet interrupted due to COVID, much of our budgeted expenditures were to support conference attendance, substitute teachers, retreats, and materials that would have been used in-seat. These were not able to take place or be used due to COVID and distance learning, leading to minor discrepancies in expenditures. The discrepancies were expended to EdTech subscriptions.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Successes:

Successfully, we moved in the direction of our goals with metrics and indicators.

Our teachers went above and beyond in their curriculum and lesson planning. Lessons were aligned to Common Core and NGSS, were engaging, allowed for communication, collaboration, and critical thinking. Formative assessments were embedded throughout the lesson. Our staff created a positive, supportive learning environment for all students. Staff were trained on social-emotional

learning and wove that into lessons, Social-emotional modules were offered to students on asynchronous Wednesdays. Our office hours created a safe space for students to meet one-on-one with teachers to get help. New technology was used during our distance learning to be a tool to leverage learning and engagement.

Challenges: Due to COVID, we saw a significant impact on our students and staff in the Spring of 202. We made changes and provided many resources as we entered the 2020-2021 school year. As noted above, we saw many successes. However, we did see an impact on students' social-emotional well-being. We saw attendance change for a portion of our EL, SED, and Latino population, which also impacted their academics. One of our actions, implement a new attendance policy, was regarding in-seat and due to COVID, this did not occur.

Goal 2

Improve the performance of ALL students in math (Algebra I, Algebra II and Geometry) with the specific goal of increasing the rate of students who complete Algebra II with a C or better to 95% by the time they complete their senior year.

State and/or Local Priorities addressed by this goal:

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

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator District Records 19-20 Teachers will continue to be engaged in professional development and will receive individual and small group support from Instructional Support Team coaches on transforming their teaching practices. Baseline Teachers are engaged in professional development and receive individual and small group support from Instructional Support Team coaches with the aim of transforming their teaching practices.	Professional development was differentiated for teachers from all-school professional learning on strategies and techniques to support distance learning, to small group options, drop-in support and course team level training. 100% of our staff participated in suicide prevention and trauma informed practices training. Roughly 90% of our staff participated in various other training included, Canvas, and supports for Distance Learning.
Metric/Indicator Classroom Observations 19-20	100% of teachers build their lessons to align with the common core standards and provide our students with the opportunity to grow and strengthen their proficiency within these standards. 100% of staff within the first two years of working in district was observed in their classrooms, roughly 35% of veteran staff are observed in their classrooms.

Expected	Actual
<p>Students will experience daily instructional practices that guide them toward proficiency of the Common Core Standards, including developing depth of knowledge at levels three and four.</p> <p>Baseline Students experience daily instructional practices that guide them toward proficiency of the Common Core Standards, including developing depth of knowledge at levels three and four.</p>	
<p>Metric/Indicator SBAC Reports (also included in the District's Accountability Report)</p> <p>19-20 District-wide, student performance in math is expected to continue to improve annually as measured by SBAC results. (Reported in the district's comprehensive Accountability Report, results will be disaggregated to show positive movement toward specific performance targets).</p> <p>Baseline District-wide, student performance is expected to continue to improve as measured by the SBAC assessment.</p>	<p>This data is unavailable due to the cancellation of SBAC test in 2019-20.</p>
<p>Metric/Indicator District Accountability Report</p> <p>19-20 Algebra I GPA is expected to increase each year. (Consistent with performance targets established in the District's Accountability Report.)</p> <p>Baseline Algebra I GPA for the 2nd semester of the 2015-16 school year was: MVHS 2.01 (grades 9-12) LAHS 2.09 (Alg 9) 1.68 (Alg I gr 10-12)</p>	<p>MVLA saw an increase in our Algebra I GPA. In 2019 we have reported MVHS (grades 9-12) = GPA: 2.39, LAHS (grade 9) = GPA: 2.39, and LAHS (grades 10-12) = GPA: 2.20.</p>

Expected	Actual
<p>Metric/Indicator District Accountability Report</p> <p>19-20 The number of students completing Algebra II with C or better will increase each year. (Metrics in the District's Accountability Report will be reported for 'ALL' students, Caucasians and 'Latino' students)</p> <p>Baseline In 2015-16, 86% of all students, district-wide complete Algebra II with a C or better. For Latino students the rate was 73%</p>	<p>MVLA saw an increase in our Algebra II with C or better. In 2019-20 we have reported the following percentage of students in Algebra II with a C or better: All students, (incl. SDC): 89% Caucasians: 96% Latino: 70%</p>
<p>Metric/Indicator District Accountability Report</p> <p>19-20 The percent of students receiving Ds and Fs in Algebra I will decrease each year. (Metrics will be reported in the District's Accountability Report for 'ALL' students, Caucasians and 'Latino' students)</p> <p>Baseline In 2015-16 the % of students earning D's/F's in Algebra related courses was 29.4% (computed excluding students who did not earn a letter grade)</p>	<p>We saw a decrease in our Ds and Fs in Algebra I. In 2019-2020 The percent of students receiving Ds and Fs in Algebra I 'ALL' students: 23.56% Caucasians: 11.11% 'Latino' students: 37.66% Source: Aeries Query (1st Semester 2019-20)</p>

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Recognize and celebrate student achievement in math at events throughout the year, e.g., Latino Awards Assembly, Senior Awards, Graduation, Golden State Merit Diploma, Certificates of Merit issued to students who achieve certain benchmarks.	Support Latino Awards assemblies and Latino Summit - budget reflected under Goal 3.4 0	Support Latino Awards assemblies and Latino Summit - budget reflected under Goal 3.4 0
Professional Development:	1.0 FTE, Math Coach, a member of the Instructional Support Team	1.0 FTE, Math Coach, a member of the Instructional Support Team

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<ul style="list-style-type: none"> Teachers receive training, coaching and specific, personalized feedback on the use of effective teaching practices from the district's math coach. IST coach develops model lessons and SBAC-related practice items and makes these available through a 'math blog'. IST coach presents demonstration lessons, using effective instructional practices and Common Core assessments in math classes. IST coach works with Course Teams on the integration of technology, aligning instruction with Common Core principles, and the effective use of instructional materials. 	<p>(IST) 1000-1999: Certificated Personnel Salaries Base \$140,000</p> <p>Cost of employee benefits 3000-3999: Employee Benefits Base \$55,000</p> <p>Math teachers attending conferences and workshops sponsored by professional organizations 5000-5999: Services And Other Operating Expenditures Low Performing Student Grant (LPSG) \$10,000</p>	<p>(IST) 1000-1999: Certificated Personnel Salaries Base 144984</p> <p>Cost of employee benefits 3000-3999: Employee Benefits Base 55294</p> <p>Math teachers attending conferences and workshops sponsored by professional organizations 5000-5999: Services And Other Operating Expenditures Low Performing Student Grant (LPSG) 14180</p>
<p>Provide support classes for struggling students in math and make various summer remediation and acceleration opportunities available to students. Partner with Alearn/SVEF to provide summer enrichment courses. Integrate online math tools to build students' skills (IXL). Intervention/At-RiskCounselor monitors students' progress and communicates with families.</p>	<p>3.0 FTE, Staffing cost associated with ten sections of Enhanced/Skills classes and Elevate teachers 1000-1999: Certificated Personnel Salaries At Risk \$410,000</p> <p>Summer Bridge classes including Catalyst & Accelerated Alg & Accelerated Geom & Alg II Boot Camp 5000-5999: Services And Other Operating Expenditures Base \$35,000</p> <p>2.0 FTE , At-Risk Counselor assigned to monitor student performance, provide mentoring, tutoring, run a homework club and a special support class for students 1000-1999: Certificated Personnel Salaries At Risk \$285,000</p> <p>Cost of benefits for teachers and IAs 3000-3999: Employee Benefits Base \$275,000</p>	<p>3.0 FTE, Staffing cost associated with ten sections of Enhanced/Skills classes and Elevate teachers 1000-1999: Certificated Personnel Salaries At Risk 386718.4</p> <p>Summer Bridge classes including Catalyst & Accelerated Alg & Accelerated Geom & Alg II Boot Camp 5000-5999: Services And Other Operating Expenditures Base 4876</p> <p>2.0 FTE , At-Risk Counselor assigned to monitor student performance, provide mentoring, tutoring, run a homework club and a special support class for students 1000-1999: Certificated Personnel Salaries At Risk 274973.6</p> <p>Cost of benefits for teachers and IAs 3000-3999: Employee Benefits Base 256126</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	IXL Online Subscription 5000-5999: Services And Other Operating Expenditures Base 12,000 Instructional Associates 2000-2999: Classified Personnel Salaries At Risk 120,000 Data Zone warehouse 5000-5999: Services And Other Operating Expenditures Base 14,000 Instructional Materials and Curriculum for intervention courses 4000-4999: Books And Supplies Base 10,000 Collaboration time for Intervention Teachers 1000-1999: Certificated Personnel Salaries Base 10,000	IXL Online Subscription 5000-5999: Services And Other Operating Expenditures Base 17999 Instructional Associates 2000-2999: Classified Personnel Salaries At Risk 67101 Data Zone warehouse 5000-5999: Services And Other Operating Expenditures Base 14,000 Instructional Materials and Curriculum for intervention courses 4000-4999: Books And Supplies Base 417 Collaboration time for Intervention Teachers 1000-1999: Certificated Personnel Salaries Base 0
Continue to reduce Class Sizes in math classes at the freshman level and Algebra II CP to make learning more interactive and to provide more personalized support for students.	3.2 FTE, Additional staff to reduce class size in Algebra I & II 1000-1999: Certificated Personnel Salaries Base 411,100 Cost of benefits 3000-3999: Employee Benefits Base 133,850	3.2 FTE, Additional staff to reduce class size in Algebra I & II 1000-1999: Certificated Personnel Salaries Base 592212 Cost of benefits 3000-3999: Employee Benefits Base 196485
Continue to collaborate with Middle School teachers to align curriculum and instructional practices. All 8th and 9th grade students take a common final assessment in Algebra and Geometry, which also serves a placement validation purpose.	Substitute Costs for teachers attending articulation meetings with Partner Districts; classroom visits across our three districts and six schools and participation in scoring of the final assessment 1000-1999: Certificated Personnel Salaries Low Performing Student Grant (LPSG) \$3,000	Substitute Costs for teachers attending articulation meetings with Partner Districts; classroom visits across our three districts and six schools and participation in scoring of the final assessment 1000-1999: Certificated Personnel Salaries Low Performing Student Grant (LPSG) 0

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	Food and meeting supplies 4000-4999: Books And Supplies Base \$5,000 Cost of travel, reflected in sub costs 0 Math Placement Exam 5000-5999: Services And Other Operating Expenditures Base 3,000	Food and meeting supplies 4000-4999: Books And Supplies Base 64 Cost of travel, reflected in sub costs 0 Math Placement Exam 5000-5999: Services And Other Operating Expenditures Base 6300
Monitor and ensure appropriate placement with incoming 9th grade students in math.	No costs associated with this action.	No costs associated with this action.

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

All Actions and Services were implemented, except we were not able to run our Summer Bridge classes including Catalyst & Accelerated Algebra I & Accelerated Geometry & Algebra II Boot Camp, this a budget decrease of \$30,000, due to COVID. Also due to COVID and a different bell schedule, every Wednesday was a teacher workday, this support built-in Collaboration time for Intervention Teachers, hence the reason we saw a \$10,000 decrease in this expenditure. We had a couple of Edtech apps that had a price increase, which was a minimal expenditure increase. Since we were remote, this eliminated the need for substitutes for teachers attending conferences and food for meetings, which caused a decrease in the expenditure of \$9,000. Our increase in staff had a higher salary pay than anticipated, which caused the expenditure increase of \$119,000.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

MVLA continued to have overall success in implementing the actions for our goal of improving the performance of all students in math.

- * Our Instructional Support Teacher/Math coach was an important asset in supporting these improvements.
- * A focus on high quality, engaging math curriculum that aligned with Common Core and high levels of student support remained priorities during the initial months of our COVID campus closure.
- * Our Instructional Support Math teacher tailored professional development to the teacher or course team needs.
- * We saw decreases in Ds and Fs

A challenge that we continued to see was that our critical learners did struggle in math classes during distance learning. Our Office hours, per tutoring, and cohorts helped, but it did continue to be a challenge.

Goal 3

Improve the performance of English Language Learners on Board-adopted Indicators and on State Dashboard measures

State and/or Local Priorities addressed by this goal:

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

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator Dashboard 19-20 Maintain or improve scores provided for ELs on the California Dashboard: EL Graduation Rates Suspension Rates English Learner Progress Baseline In 2015-16 the English proficiency rating for English Learners on the State Dashboard was “green” (met expectations).	We continue to strengthen our work and support for our ELs. EL Graduation Rates: 82% Suspension Rates : 4.4% English Learner Progress Baseline In the English proficiency rating for English Learners on the State Dashboard: 52.2%
Metric/Indicator District Accountability Report 19-20	Due to the cancelation of SBAC in 2019-20, we do not have data to report on SBAC.

Expected	Actual
<p>Improve EL SBAC scores annually (to meet the growth targets set forth in the District's Accountability Report)</p> <p>Baseline SBAC scores for LEP students are the lowest of all student groups.</p>	
<p>Metric/Indicator State English Learner Progress and Proficiency Report</p> <p>19-20 Improve the percent of ELs "Making Progress" and their "Proficiency in English" as reported on the State English Learner Progress and Proficiency Report (Metrics and targets are included in the District's Accountability Report)</p> <p>Baseline The 2015-16 report lists 71.9% of ELs "Making Progress", and 30.8% of ELs (Less than 5 years) attaining English Proficiency, while 51.3% of LTELs have attained English Proficiency.</p>	<p>We have seen a decrease in the percent of ELs "Making Progress" and their "Proficiency in English" as reported on the State English Learner Progress and Proficiency Report. (Metrics and targets are included in the District's Accountability Report). In 2019-20 52.2% of our ELs are reported as "Making Progress": 29.73% of our ELs (Less than 5 years) attaining English Proficiency (ELPAC score 3 or 4). 45% of our LTELs have attained English Proficiency (ELPAC score 3 or 4).</p>
<p>Metric/Indicator DataQuest</p> <p>19-20 Continue to improve Redesignation rates for ELs annually (as reported in the District's Accountability Report, based on DataQuest reports)</p> <p>Baseline Redesignation rates reported on DataQuest reached 14% in 2015-16</p>	<p>MVLA continues to improve Redesignation for ELs annually. Our District's Accountability Report has reported that for 2019-20, our redesignation rates on DataQuest are 20.8%.</p>
<p>Metric/Indicator State ELD Accountability Report</p> <p>19-20 English Learners are making progress toward English proficiency as measured by the ELPAC, as certified by the state board</p> <p>Baseline</p>	<p>MVLA continues to support and implement a strong ELD program. According to the State ELD Accountability Report, 8.80% of our English Learners achieved English proficiency as measured by the ELPAC in 2018-19.</p>

Expected	Actual
English Learners are making progress toward English proficiency as measured by the ELPAC, as certified by the state board	
Metric/Indicator District Accountability Report 19-20 Increase the number of EL students enrolled in at least one AP class from the 13% (Reported as part of Student LCAP Outcomes in 2015-16) Baseline In 2016, 13% of the ELLs took one or more AP classes.	We have seen a decrease in the number of EL students enrolled in at least one AP class. In school year 20-21, 30, 12.7%, of EL students were enrolled in an AP class. In 19-20, 19, 9%, of ELs students were enrolled in an AP class.
Metric/Indicator District Accountability Report 19-20 Increase EL unweighted GPA annually (based on Aeries Query and reported in District's Accountability Report) Baseline In 2015-16, EL students earned an unweighted GPA of 2.48	According to the District Accountability Report, we have seen a +0.05 increase in EL unweighted GPA. Our 2019-20 average EL unweighted GPA = 2.50 as compared to the 2018-19 average EL unweighted GPA = 2.45.
Metric/Indicator District Accountability Report 19-20 Improve % of EL Freshmen with EOY GPA >2.0 (based on Aeries Query and reported in District Accountability Report) Baseline 80% of EL students earned a GPA of 2.0 or above in 2015-16	According to the Metric/Indicator District Accountability Report in 2019-20. We have not met our goal. In 2019-20, EL Freshmen with EOY unweighted GPA >2.0 are 38, 66.67%, students. In 2019-20 EL students earned an unweighted GPA of 2.0 or above are 161, 73.51%, students.

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Work collaboratively with educators and administrators from our partner districts in creating strong programs for ELLs and ensure vertical alignment in course content, skills, assessment and expectations.	Professional Development Costs 5000-5999: Services And Other	Professional Development Costs 5000-5999: Services And Other

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>Dedicate a member of the (IST) Instructional Support Team to work with the teachers that have a high population of EL students, including newcomer and long-term EL students. (Budget reflected under Goal 1.1)</p> <p>Provide targeted professional development opportunities for teachers assigned to ELD, SDAIE and courses with a high number of LTEL and RFEP students. (Budget reflected under Goal 1.1)</p> <p>Ensure that the district's ELD program is based on State ELD/ELA Standards. Promote collaboration among ELD and content area teachers to design specialized instruction for ELs.</p> <p>Purchase materials that support the language acquisition and content learning for ELs.</p>	<p>Operating Expenditures Title II 15,000</p> <p>Books, Instructional Materials 4000-4999: Books And Supplies Base 10,000</p> <p>Collaboration Time 1000-1999: Certificated Personnel Salaries Title II 10,000</p>	<p>Operating Expenditures Title II 14430</p> <p>Books, Instructional Materials 4000-4999: Books And Supplies Base 195</p> <p>Collaboration Time 1000-1999: Certificated Personnel Salaries Title II 7892</p>
<p>Continue to offer more content courses accessible to EL students at levels 1-3 as a means of providing greater access to rigorous college prep curriculum and to improve a-g completion and graduation rates for ELLs.</p>	<p>1.0 FTE, 5 sections of classes designed especially to help ELLs access content classes required for graduation 1000-1999: Certificated Personnel Salaries Base 130,000</p> <p>Cost of benefits 3000-3999: Employee Benefits Base \$50,000</p> <p>Textbooks, instructional materials for new courses 4000-4999: Books And Supplies Title III 10,000</p>	<p>1.0 FTE, 5 sections of classes designed especially to help ELLs access content classes required for graduation 1000-1999: Certificated Personnel Salaries Base 169880</p> <p>Cost of benefits 3000-3999: Employee Benefits Base 61765</p> <p>Textbooks, instructional materials for new courses 4000-4999: Books And Supplies Title III 878</p>
<p>Continue to engage the Latino community in the education of their children and provide parent education workshops on a variety of topics suggested by parents.</p>	<p>Materials and supplies needed to host community events 4000-4999: Books And Supplies At Risk \$10,000</p>	<p>Materials and supplies needed to host community events 4000-4999: Books And Supplies At Risk 15380</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>District will contract with PIQE to provide parent education seminars to educate parents on all aspects of helping students get on, and stay on a pathway to college.</p> <p>The Parent Outreach Coordinator and Community Outreach Coordinator work with EL, SED and Foster Youth to provide services and build a connection to the schools.</p> <p>Summer School Mental Health Support services will be provided for EL students.</p> <p>Newcomer students will work with one dedicated guidance counselor at MVHS.</p>	<p>Contract with PIQE to provide 3-9 week cycles for parents to attend 2 hour weekly seminars 5000-5999: Services And Other Operating Expenditures Title III \$15,000</p> <p>2.0 FTE Parent/Community Outreach Coordinator 2000-2999: Classified Personnel Salaries Base 130,000</p> <p>Benefits 3000-3999: Employee Benefits Base 85,000</p> <p>Summer School Mental Health Support for ELD students 2000-2999: Classified Personnel Salaries Other 2,500</p> <p>.2 Counselor (ELD) 1000-1999: Certificated Personnel Salaries Base 35,000</p>	<p>Contract with PIQE to provide 3-9 week cycles for parents to attend 2 hour weekly seminars 5000-5999: Services And Other Operating Expenditures Title III 263</p> <p>2.0 FTE Parent/Community Outreach Coordinator 2000-2999: Classified Personnel Salaries Base 152753</p> <p>Benefits 3000-3999: Employee Benefits Base 118840</p> <p>Summer School Mental Health Support for ELD students 2000-2999: Classified Personnel Salaries Other 0</p> <p>.2 Counselor (ELD) 1000-1999: Certificated Personnel Salaries Base 30929</p>
<p>Continue to celebrate the academic achievement of EL students, through events sponsored by the ELD department and Latino community outreach groups.</p>	<p>Materials and supplies needed to host student recognition events, e.g. ELD Awards 4000-4999: Books And Supplies At Risk \$25,000</p>	<p>Materials and supplies needed to host student recognition events, e.g. ELD Awards 4000-4999: Books And Supplies At Risk 3913</p>
<p>Continue to provide parents with opportunities to give input in making decisions for the school district and individual school sites, through regularly scheduled DELAC, ELAC meetings and special LCAP Review meetings scheduled throughout the school year.</p>	<p>Costs reflected under Goal 3.3.</p>	<p>Costs reflected under Goal 3.3.</p>
<p>Monitor the performance and needs of Ever ELs, including Newcomers, LTELs and RFEP students.</p>	<p>Software Licensing - EL Monitoring System 5000-5999: Services And Other Operating Expenditures Title III 10,000</p>	<p>Software Licensing - EL Monitoring System 5000-5999: Services And Other Operating Expenditures Title III 4000</p>
<p>Evaluate EL Program and EL Master Plan.</p>	<p>Consultant to review EL Program (master plan, PD, monitoring)</p>	<p>Consultant to review EL Program (master plan, PD, monitoring)</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	5000-5999: Services And Other Operating Expenditures At Risk 5,000	5000-5999: Services And Other Operating Expenditures At Risk 0

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

Several of our planned expenditures were not able to be utilized during distance learning, this includes instructional materials (a decrease in the expected expenditure of around \$10,000), collaboration time due to built-in teacher workday(a decrease in the expected expenditure of around \$9,000), our consultant to review EL program was put on hold (a decrease in the expected expenditure of around \$5,000), software for this EL consultant (a decrease in the expected expenditure of around \$9,000), materials and supplies to host events (a decrease in the expected expenditure of around \$24,000).

A description of the successes and challenges in implementing the actions/services to achieve the goal.

The successes in this goal are to support and improve the success of our English Learners. We did have an increase in graduation rates with our ELs. Our EL teachers worked hard and fearlessly to support our EL students and our Language Program. They organized advisory office hours to build relationships and support for our ELs, made many parent phone calls and outreach, and organized cohorts to bring our ELs on campus as soon as we were able.

Despite all this work, COVID and distance learning remained to be a challenge for our EL population. Attendance, engagement, and academics struggled more this year than in years in the past with our EL students.

Two actions that we not able to be implemented due to COVID were PIQE and hiring a consultant to review our EL Master Plan.

Goal 4

Implement changes to the service delivery model in Special Education to improve students' academic performance and increase student placement in the Least Restrictive Environment. (LRE)

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
 Priority 2: State Standards (Conditions of Learning)
 Priority 4: Pupil Achievement (Pupil Outcomes)
 Priority 6: School Climate (Engagement)
 Priority 7: Course Access (Conditions of Learning)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
<p>Metric/Indicator District Accountability Report</p> <p>19-20 Improve Special Ed students' academic performance across all Indicators.</p> <p>Baseline Special Ed students' academic performance across all Board-adopted Indicators of Student Achievement will improve as measured by the District Accountability Report.</p>	<p>SPED increase its A-G completion (by 5% for MVHS and 12% for LAHS). SPED increase is Algebra II C or better rate by 6% for MVHS and LAHS decreased its date by 15%. SPED increase its AP test results by 15% for MVHS and 12% for LAHS. SPED increase frosh GPA by 7% for MVHS and remained the same at LAHS. SPED increase GPA by .18 at MVHS and .05 at LAHS</p>
<p>Metric/Indicator Software</p> <p>19-20 Track/measure the effectiveness of mental health support provided to SPED student by district and CHAC therapists.</p> <p>Baseline A new software, Healthmaster will be used to track/monitor students in crisis and provide staff with data and information that</p>	<p>Healthmaster shows that we had 1430 referrals in 2018-19, 1490 referrals in 2019-20, and 800 referrals in 2020-21.</p>

Expected	Actual
will facilitate assessing the impact of therapeutic services provided by the districts' Mental Health staff.	
Metric/Indicator District Records 19-20 Improve training opportunities for staff to improve early detection of students in crisis and direct them to appropriate personnel and resources for intervention and support. Baseline Too many students are placed in 'restrictive environments'. Both schools are adding Co-taught classes to create an environment where some SDC students can find success in classes with non-SPED peers.	MVLA increased our co-taught classes at both sites up to from 6 to 10 co-taught classes. Co-taught classes include English, Math, and Science.
Metric/Indicator District Records 19-20 Increase the number of Co-taught classes on each campus as a means to reducing the number of students in SDC classes and thereby addressing the LRE issue. (District Records) Baseline The District will improve its statistics on disproportionality with reductions in the number of Special Ed students who are suspended and sent to alternative programs, e.g., AVHS Continuation and AVO.	Since MVLA has increased our co-taught classes, we have seen a decrease from 7 SPED suspensions 2018-29 to 2 SPED suspensions in 2019-20.

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Support teachers in improving instructional delivery, including differentiation of instruction, and assessment methods	Costs are embedded in Prof Dev & support provided to teachers through IST (Goal 1.1)	Costs are embedded in Prof Dev & support provided to teachers through IST (Goal 1.1)

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>Continue collaboration between SPED Department and Wellness Program to identify "school avoiders" and provide individualized services.</p> <p>Examine and implement site Tier II and Tier III services to address the needs of students with serious conduct disorders and therapeutic needs.</p> <p>Evaluate Alta Vista Opportunity (AVO) Program in meeting the needs of students with serious conduct disorders and therapeutic needs.</p> <p>Expand mental health services for ELs in summer school.</p>	<p>2.0 FTE Mental Health Therapists 1000-1999: Certificated Personnel Salaries Other \$275,000</p> <p>.4 FTE, AVO 1000-1999: Certificated Personnel Salaries Base \$50,000</p> <p>Cost of benefits 3000-3999: Employee Benefits Base \$190,000</p> <p>Community Resources Coordinator at AVO/AVHS 2000-2999: Classified Personnel Salaries Title I 100,000</p>	<p>2.0 FTE Mental Health Therapists 1000-1999: Certificated Personnel Salaries Other 241320</p> <p>.4 FTE, AVO 1000-1999: Certificated Personnel Salaries Base 48109</p> <p>Cost of benefits 3000-3999: Employee Benefits Base 195224</p> <p>Community Resources Coordinator at AVO/AVHS 2000-2999: Classified Personnel Salaries Title I 101399</p>
<p>Increase the number of co-teaching classes at the sites to foster greater inclusion of students with disabilities in mainstream core classes. Provide ongoing professional development for SPED and General Ed teachers through common preps, retreats, and coaching.</p>	<p>Co-Teaching Salaries 1000-1999: Certificated Personnel Salaries Base \$650,000</p> <p>Collaboration time for teachers/training for co-teaching, Budget reflected in Goal 1.1 0</p> <p>Cost of benefits 3000-3999: Employee Benefits Base \$260,000</p>	<p>Co-Teaching Salaries 1000-1999: Certificated Personnel Salaries Base 501107</p> <p>Collaboration time for teachers/training for co-teaching, Budget reflected in Goal 1.1 0</p> <p>Cost of benefits 3000-3999: Employee Benefits Base 199486</p>
<p>Work collaboratively with educators and administrators from our partner districts in creating strong programs for Special Ed students and ensure vertical alignment in course content, skills, assessment and expectations, as well as ensuring a smooth transition from 8th grade to high school.</p>	<p>No new cost associated with this action.</p>	<p>No new cost associated with this action.</p>
<p>Continue to offer Academic Conversations/Executive Functioning class at each comprehensive site.</p>	<p>0.4 FTE 1000-1999: Certificated Personnel Salaries Base \$60,000</p> <p>Cost of benefits 3000-3999: Employee Benefits Base 25,000</p>	<p>0.4 FTE 1000-1999: Certificated Personnel Salaries Base 58995</p> <p>Cost of benefits 3000-3999: Employee Benefits Base 22607</p>

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

All funding listed in the Planned Actions/Services continued to be used as planned.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

This goal continued to be implemented successfully. We doubled our co-taught classes, offered professional development to our co-teachers. Our learning and life skills classes tremendously helped the success of our special education students during distance learning. Our SPED staff maintained the focus on academic instruction, mental health awareness, and safe school culture. The IEP accommodations that were established for distance learning were implemented with fidelity.

We do realize the need for ongoing co-teaching training for teachers who are working in co-taught classes.

Annual Update for the 2020–21 Learning Continuity and Attendance Plan

The following is the local educational agency's (LEA's) analysis of its 2020-21 Learning Continuity and Attendance Plan (Learning Continuity Plan).

In-Person Instructional Offerings

Actions Related to In-Person Instructional Offerings

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Students who opted for Plan A, will have the opportunity to return to some form of in-class instruction as soon as feasible. This hybrid model will be phased in with giving priority to students who are at risk of not succeeding in remote learning and students with special needs. The time schedule for a return to in-class learning will be determined on the basis of information and directives released by the Health Department and the County of Education. Every safety precaution will be observed and proper maintenance and cleaning of the facilities will be done according to established protocols. Costs associated with this include cleaning, disinfecting, arranging for proper social distancing and the acquisition of supplies and PPE. Special attention will be given to those student groups who are brought back on campus earlier than others, e.g. EL students who are tested with Initial ELPAC or, as is the case this month, who take the Optional ELPAC. Out of the \$40,000 in total expenditures, about \$4000 are dedicated to create a safe and healthy testing environment for our English Learners.	\$4,000	4,000	Yes

A description of any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions.

All funding listed in the Planned Actions/Services continued was used as planned.

Analysis of In-Person Instructional Offerings

A description of the successes and challenges in implementing in-person instruction in the 2020-21 school year.

Despite a year of being primarily in the red and purple tier with very tight restrictions, we had observed several successes. In October when schools were given guidance to bring cohorts back to campus, we began to do so. We made sure that all safety precautions were set in place on campuses, as well as communication and compliance with participating families. We prioritized our students with high needs to come back on campus first. From October through December, we expanded our cohorts to support more students in need. Our district-wide cohorts are: two EL cohorts, one cohort of athletes struggling academically, supervised studies (made up of at-promise students), four cohorts of students in special education, an AVID cohort, and eight cohorts of students who were struggling in academics and attendance. Some of these cohorts did not provide in-person instruction but did provide a safe structure, supervised environment that supported the students in attending class and participating in-class activities. In February when we were given guidance to move into Stable Learning Groups and as our county moved from the purple tier to red tier we moved into allowing one grade level per day to return to campus. Teachers were not in the classrooms during this time. Teachers were still teaching remotely and students were in a classroom with a supervisor zooming into their classes. However, students were able to engage in socialization in between classes with peers, received a focused learning environment, and saw increased motivation from the change of routine and environment. Currently, we are returning hybrid 4-days a week for students who have selected to return. Teachers will be in the classroom, simultaneous teaching with students in-seat and remote.

The challenges we faced with our in-person instruction had a lot to do with the intense purple tier we were in for the bulk of the school year. This has prohibited us from returning larger amounts of students back to campus. Teacher vaccinations did not occur until mid-February, this also made it a challenge to bring teachers back to campus to provide in-person instruction.

Distance Learning Program

Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
A deliberate and extensive Professional Learning Program was developed to enhance teacher effectiveness and pupil satisfaction. The program operates under the umbrella of the District "Curriculum Institute". It serves all students in the district.	\$331,000	\$330,090	No
Option B: Cost of Learning Platforms such as UC Scout and Edgenuity-serving all students in the district.	\$406,789	\$736,957	No
Option A and B costs: Social Emotional Support Services to ensure student engagement and success during distance learning. Specialist support for students identified as belonging to special populations amounts to approximately 80,000 which includes services via a Health Van, increased Mental Health support, and the services of a counselor dedicated to working with students of highest need. The total cost in this category is \$200,000.	\$80,000	\$200,000	Yes
Option A and B costs: Additional Staffing, salaries and benefits supporting all students.	\$655,572	\$724,345	No
Option A Costs: Enhanced technology and equipment for teachers to support distance learning, e.g. laptops, supplies and equipment.	\$240,712	\$979,153	No
Option A costs: Student Technology, Chromebooks and Hotspots. All students are eligible for Chromebooks and various software support. Students in designated categories are provided Hotspots and other support to guarantee them access to the Internet. Out of \$102,793, approximately \$25,000 are designated to support special populations.	\$25,000	\$102,793	Yes
Option A costs: Software to support Distance Learning, Learning Management and Enhanced Communication with Parents for all students.	\$212,935	\$205,711	No

A description of any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions.

We originally planned to use Edgenuity for Option B for only the fall semester. When it became clear we would continue in distance learning during the spring semester, we incurred additional costs for Option B. In addition, we realized we needed far more laptops than originally estimated to outfit our staff with the technology they needed to provide distance learning. As we transition to hybrid, there is a need to purchase additional computers for the times students are in person, in particular in tech-heavy programs like Computer Science, Engineering, and Freestyle Academy. Some classroom devices were issued to students to take home at the beginning of the year, and now classroom computers are needed to replace those checked out. We also added more telehealth therapists to support students' mental health. Due to this, we saw an increase in our Distance Learning program of \$1,327,030.

Analysis of the Distance Learning Program

A description of the successes and challenges in implementing each of the following elements of the distance learning program in the 2020-21 school year, as applicable: Continuity of Instruction, Access to Devices and Connectivity, Pupil Participation and Progress, Distance Learning Professional Development, Staff Roles and Responsibilities, and Support for Pupils with Unique Needs.

Overall, our Distance Learning was very successful. Our teachers did a tremendous job of converting lessons into the virtual environment, utilized technology creatively to support academic excellence, and created learning environments that are connected and collaborative.

Our staff also did an exceptional job of continuing to maintain all logistics and infrastructural elements that are required to keep a school running smoothly.

Successes:

Continuity of Instruction:

- We brought cohorts of students for academic supervision. Some cohorts were led by teachers and some by supervisors. This provided a focused learning environment for students. We saw attendance and grades improve with our cohorts. Our target students were Special Education students, Foster Youth, low-income students, and English learners. This was for half days.
- When allowed, we brought stable groups by grade level back to campus for academic supervision and socialization, this was for full days.
- When allowed, we brought all students back full days for simultaneous learning.
- Teachers implemented high-quality instruction via distance learning.
- Books were available for checkout/return in a drive-through format.
- We offered Option-B and an independent Virtual Study program in which many students enrolled thrived.
- Supports for pupils with unique needs, including EL, FY, LI, pupils with exceptional needs served across the full continuum of placements, and pupils who are experiencing homelessness.

Access to Devices and Technology:

- All students had a device.
- All students had wi-fi access, for some students, we gave out hotpots.
- Edtech apps were used to support rigorous learning, critical thinking, creative thinking, and collaboration.

Pupil Participation and Progress:

- We creatively held assemblies and other student activities on zoom.
- We held all parent and community engagement via zoom.
- Used asynchronous Wednesday to have students give feedback on the distance learning experience which helped us strengthen our program. This also was a day when students engaged in Social-Emotional learning modules

Distance Learning Professional Development:

- Teachers were supported with various optional professional learning taking place on their asynchronous workday (Wednesday).

Staff Roles and Responsibilities:

- Almost all staff members kept in the same roles, eliminating various cross-training.

Support for Pupils with Unique Needs:

- Created EL advisory groups that met weekly with our EL students to provide social-emotional support, academic support, and other check-ins
- Created a 'Freshmen Village' which are the teachers of freshmen students. They met regularly to discuss freshmen, their students with unique needs and terms together to provide extra support to brainstorm strategies to help them overcome barriers
- Provided Chromebooks and hotspots so students had access to online classes and lessons
- Our EL and At-Risk counselor reached out to students' families/guardians regularly to provide extra support
- Free meal program to provide nourishment to students

Challenges:

- Some student, in particular our at-risk, do not thrive in a distance learning environment and with limited supervising staff, we had limited cohorts
- We could not implement our traditional interventions due to a lack of staffing and cohorting requirements.
- Administrators had to constantly review the guidance frequently changes requiring them to update plans. Additional mandates were placed on schools that were open for in-person learning.
- Custodial staff had to change cleaning protocols. More cleaning was required during the day.
- Sports were put on hold for the year.

- PE lessons were changed to include social distancing protocols. This greatly limited what PE teachers could offer in the way of organized games.
- COVID fatigue happened at different times in the school year. Staff and students' mental health became increasingly important to address.

Pupil Learning Loss

Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Acquisition of software and learning platforms to support asynchronous and synchronous instruction for implementation of full distance learning to help offset pupil learning loss.	\$188,974	188974	Yes
Acquisition of Learning Management platforms such as CANVAS to monitor student progress and to provide access to parents to monitor their students' progress.	\$18,249	18249	No
Acquisition of instructional materials better suited to distance learning, upgrading technology and equipment and the purchase of supplies to provide safeguards for students returning to in-person instruction when this transition will occur, hopefully over the next few months.	\$126,227	126227	Yes

A description of any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions.

The actions/services were implemented largely as planned.

Analysis of Pupil Learning Loss

A description of the successes and challenges in addressing Pupil Learning Loss in the 2020-21 school year and an analysis of the effectiveness of the efforts to address Pupil Learning Loss to date.

When given guidance by our county to bring back cohorts of students, we immediately did so for our most critical students and have seen on average, their GPA increase by 66% due to being in cohorts.
Course teams of teachers met weekly, discussed their struggling students, and tried different methods to reach out and support them. Our District and site analyzed grade data and dispersed this to the site leadership and supported them in conversations and strategies.
Teachers reached out to one another with suggestions and best practices.
Our Instructional Support Team of TOSAs gave weekly professional development and drop-ins to support teachers in ideas and strategies to support learning struggles.
We also increased our outreach and communications with our PTSAs, ELACs, and DELAC.

The Renaissance selected as a diagnostic tool to take an initial assessment that helps in diagnosing gaps in literacy was used to diagnose and give interventions that support students' literacy learning. Teachers also used various types of formative assessments to strengthen their understanding of students' current learning needs. Our TOSAs and our PD provided teachers strategies on how and what to formatively assess during distance learning. The challenges we have seen despite all these efforts were increased Ds and Fs with our at-risk students, EL, SED, and Latinos. These students are struggling in more classes [during Distance Learning] than when they are in-seat.

Analysis of Mental Health and Social and Emotional Well-Being

A description of the successes and challenges in monitoring and supporting mental health and social and emotional well-being in the 2020-21 school year.

Mental health and the well-being of our students and staff continue to be a top priority for MVLA, and Wellness continues to be included in all of our district and site-based professional development plans including MVLA District's 6-Year Goals, our campus-specific Administrative and Department goals, our WASC Plans, Site Safety Plans, and Single Plans for Student Achievement.

Throughout the COVID-19 pandemic, MVLA has continued to provide uninterrupted mental health support for our students through our MVLA School-based Therapists and our collaboration with our community mental health agencies. During the 2020-21 school year, MVLA continued all of our Mental Health Services with adaptations. MVLA continued short-term 1:1 therapeutic support and all ERMHS-related mental health services via teletherapy. New referrals for the 2020-2021 school year have continued through an online Telehealth Referral Form and through school staff referrals. Our crisis intervention and risk-assessment services transitioned to site administration intervention with the support of our MVLA therapists and emergency services.

For the 2020-2021 school year, MVLA expanded our capacity for mental health support by creating a new Student Support Referral Form to triage support; establishing a partnership with Uplift Family Services for family engagement and Medi-Cal services; expanded our services with CHAC by establishing 6 full-time Associate therapists; expanded our services with Stanford Psychiatry to increase psychiatric consultations and caseloads; and hired a full-time District Social Worker to provide social services support.

To support the social and emotional well-being of our students, MVLA started the year with a Self-Care and an Introduction to Social and Emotional Learning workshop for all students. The Self-Care workshop focused on Dr. Nadine Burke Harris' COVID-19 Playbook and the 6 Stress-Busting Strategies, and the introduction to SEL paralleled an all staff professional development presentation. MVLA continued to support student self-management and self-regulation skills by partnering with the HAERT Program (an online SEL curriculum) during our Wednesday attendance activities and offering an 8 video program from Mission Be. MVLA staff and students also continued to provide community building activities such as virtual homecoming events, spirit days, club activities, Mental Health Awareness Weeks, food drives, movie nights, online games, and freshmen welcoming activities.

Staff support included implementing an Employee Assistance Program (Concern) to provide crisis support and preventative skills training to all staff; offering a wide-range of online resources, articles, and webinars; and providing various professional development workshops including the aforementioned SEL workshop; workshops by Dr. Marc Brackett (Yale Center for Social and Emotional Intelligence) and Dr. William Stixrud and Ned Johnson (authors of the Self-Driven Child); and "Be Sensitive, Be Brave" (a two-hour suicide prevention training).

Some of the challenges that MVLA has faced in 2020-21 are similar to the challenges faced by all school districts including student disengagement and a dramatic increase in students reporting a need for mental health support. MVLA has been particularly concerned about the uptick in anxiety, depression, and suicidal ideation that our students are experiencing. National statistics indicate that a third of Americans are showing signs of clinical depression and/or anxiety during the COVID-19 pandemic. And an ACLU Youth-

initiated study indicated that more than half of all California students surveyed reported that they need mental health services during the school closures. For context, 22% of California students were receiving services before the closures with an additional 32% indicating that they would like to receive services during the school closures. Of special concern has been our students who have not been engaged in distance learning as we fear there may be underlying mental health issues impeding engagement. We are eager to return to in-person learning so that our teachers and school staff will have more opportunities to intervene and to refer students to our therapeutic team.

The COVID-19 pandemic has also continued to have a deleterious effect on the well-being of our Newcomer students. Newcomers are defined as students who have recently immigrated to the United States, most of whom are seeking asylum due to gang violence, death threats, political instability, poverty, etc. Our Newcomer population requires a series of wraparound services to support basic needs including housing, food, medical and mental health care, immigration support, social services needs, case-management, language support, etc. And, we have seen a dramatic increase in the need for all of these services during the COVID-19 pandemic. Many of these students are struggling economically, emotionally, academically, politically, and socially, and the challenges they face continue to manifest (and sometimes increase) throughout the years. For context, our English Learners represent only 4% of the MVLA student population, and yet our Spanish Speaking student referrals made up 49% of all new referrals during the fall of 2020. Our Spanish-speaking support continues to be an area of need for additional support and resources as we continue to build an infrastructure.

MVLA will continue to determine our ever-evolving students' needs, collaborate with our community partners to coordinate resources, refine services, and monitor data to ensure the highest caliber mental health and wellness services and supports are available to all students.

Analysis of Pupil and Family Engagement and Outreach

A description of the successes and challenges in implementing pupil and family engagement and outreach in the 2020-21 school year.

Successes we saw with pupil and family engagement.

- Great success and very proud of our teachers and the various forms of engagement that was offered during class, including completion of lessons, warm-up activities, exit tickets, usage and level of understanding of various online tools, participation in online discussions, and participation in expanded learning, and extracurricular activities.
- We also recreated our asynchronous Wednesdays to include an attendance activity. This is how the district monitored attendance on Wednesday and often gave a survey to students on their experience and input with distance learning.
- We had administrators from the sites and district attending various parent meetings including PSTA, ELAC, DELAC, and various Booster meetings. This helped communicate various aspects about distance learning and gave an opportunity to hear from our parents
- Administrators also met with various groups of students to communicate various aspects of distance learning and gave an opportunity to learn and hear ideas from our students.

- Our district held Brown Bag lunch webinars which covered various topics include special education, distance learning, safety, vaccinations, and equity.
- We gave various surveys to our students to learn more about their experiences and needs. This helped up shape direction in the next steps.
- We sent out weekly communications to families from the district and the sites. Communications are in two languages.

With all our outreach, we did find challenges.

- Connecting and partnering with families of our at-promise students
- We have a group of students who had chronic absences and struggles to connect with them and supper their participation in their classes.

Analysis of School Nutrition

A description of the successes and challenges in providing school nutrition in the 2020-21 school year.

MVLS successfully and consistently provided nutritionally adequate meals to all students during the 2020-2021 school year. Throughout the summer we offered meal pick-ups (Monday, breakfast, and lunch is included for Monday and Tuesday. On Wednesday, breakfast and lunch are included for Wednesday, Thursday, and Friday). During the school year, we continued to offer meals on Mondays and Wednesdays for grab-and-go pickup. We also provided snacks and lunches for our students participating in cohorts and stable learning groups. We also offered meal gift cards to families in need to provide a means for families to get their own groceries they would like to cook and provide for their families.

We know with this outreach and food support, we continue to have families struggle with meals. Some of our families are not picking up meals. This may be because of time constraints, location constraints, or concerns of perceptions.

Additional Actions and Plan Requirements

Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
N/A	N/A	0	0	

A description of any substantive differences between the planned actions and budgeted expenditures for the additional plan requirements and what was implemented and expended on the actions.

N/A. We do not have any additional costs.

Overall Analysis

An explanation of how lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.

MVLA had many take-aways and lessons learned this past year.

One important lesson is that our at-promise students need to be prioritized in the supports and interventions that we give. Student engagement was a high priority whether the instruction is delivered remotely or in person, but still many of our at-promise did not engage.

We also learned to use technology in new ways and staff has become very creative delivering other school traditions.

We also learned that our teacher workday allows for strong collaboration with our course teams.

In addition, we learned the importance of socialization and human connectedness. As we finish this school year and plan for the next, ensure we are supporting social and emotional health is a high need. These have informed our 21-24 LCAP with the continued support for teacher collaboration and PD as well as providing supports and interventions, instructionally, social-emotionally, and academically.

An explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs.

Pupil learning loss is being assessed and addressed by using local assessments and indicators that monitor our pupils, and in particular, our at-promise students. We are using Renaissance to help measure literacy/Lexile level. We also use classroom data and formative assessments as a means of monitoring student progress. We are considering expanding learning time with after-school tutoring and summer school with our 21-24 LCAP plan. We are also planning on integrating a credit recovery pilot to support students

to stay on the graduation track. We will increase our communication and engagement with families, and particular outreach goes to our EL, FY, and LI families so we can partner together to support learning acceleration.

A description of any substantive differences between the description of the actions or services identified as contributing towards meeting the increased or improved services requirement and the actions or services implemented to meet the increased or improved services requirement.

There were no substantive differences between planned and actual actions and services contributing to increased or improved services. Minor adjustments were made as distance learning continued into the spring semester of the 2020-21 school year. We made modifications to our facility in anticipation of a return to in-person learning, and whether that return occurs in the 2020-21 or 2021-22 school year, these updates are principally direct.

Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan

A description of how the analysis and reflection on student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP.

The 19-20 LCAP has allowed MVLA to better understand our accomplishments on our goals and continued areas of needs. MVLA used quantitative and qualitative data including data from California School Dashboard, DataZone, and our student information system, and surveys to develop the 21-24 LCAP.

Our surveys were an effort to gain honest feedback about the needs of our students and families.

Using this data has allowed us to create a comprehensive plan to ensure that we accomplish our mission and support our sites in their goals.

We have learned that we need to continue our focus on academic achievement for our disproportional students, particularly with our LatinX students. Our efforts with targeted professional development will support the progress for our students.

We have learned that we need to continue to provide mental health resources. Distance Learning has created a heightened level of mental health needs and supporting our students to stay healthy is a priority.

Finally, the analysis and reflection on student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan informed our creation of the following four 2021-2024 LCAP Goals:

1. Academic Excellence for all

All students have equitable access and success in high quality, 21st-century instruction, and a great school environment.

2. Life long learners

All students will receive equitable, high-quality, instruction. The instructional environment and overall school climate contribute to increases in attendance, positive behavior, and opportunities to meet individual academic, social, and emotional needs.

3. Stakeholder Communication & Engagement

Increase student, parent, and partner schools engagement to create equitable culture & climate to support all students

4. Safety & Wellness

Provide a healthy, safe, secure, and respectful learning and working environment that supports engagement, wellness, health, and school connectedness for students and staff.

Instructions: Introduction

The Annual Update Template for the 2019-20 Local Control and Accountability Plan (LCAP) and the Annual Update for the 2020–21 Learning Continuity and Attendance Plan must be completed as part of the development of the 2021-22 LCAP. In subsequent years, the Annual Update will be completed using the LCAP template and expenditure tables adopted by the State Board of Education.

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.

Instructions: Annual Update for the 2019–20 Local Control and Accountability Plan Year

Annual Update

The planned goals, state and/or local priorities, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the approved 2019-20 Local Control and Accountability Plan (LCAP). Minor typographical errors may be corrected. Duplicate the Goal, Annual Measurable Outcomes, Actions / Services and Analysis tables as needed.

For each goal in 2019-20, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in 2019-20 for the goal. If an actual measurable outcome is not available due to the impact of COVID-19 provide a brief explanation of why the actual measurable outcome is not available. If an alternative metric was used to measure progress towards the goal, specify the metric used and the actual measurable outcome for that metric.

Identify the planned Actions/Services, the budgeted expenditures to implement these actions toward achieving the described goal and the actual expenditures to implement the actions/services.

Goal Analysis

Using available state and local data and input from parents, students, teachers, and other stakeholders, respond to the prompts as instructed.

- If funds budgeted for Actions/Services that were not implemented were expended on other actions and services through the end of the school year, describe how the funds were used to support students, including low-income, English learner, or foster youth students, families, teachers and staff. This description may include a description of actions/services implemented to mitigate the impact of COVID-19 that were not part of the 2019-20 LCAP.

- Describe the overall successes and challenges in implementing the actions/services. As part of the description, specify which actions/services were not implemented due to the impact of COVID-19, as applicable. To the extent practicable, LEAs are encouraged to include a description of the overall effectiveness of the actions/services to achieve the goal.

Instructions: Annual Update for the 2020–21 Learning Continuity and Attendance Plan

Annual Update

The action descriptions and budgeted expenditures must be copied verbatim from the 2020-21 Learning Continuity and Attendance Plan. Minor typographical errors may be corrected.

Actions Related to In-Person Instructional Offerings

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to in-person instruction and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions, as applicable.
- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing in-person instruction in the 2020-21 school year, as applicable. If in-person instruction was not provided to any students in 2020-21, please state as such.

Actions Related to the Distance Learning Program

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to the distance learning program and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions, as applicable.
- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing distance learning in the 2020-21 school year in each of the following areas, as applicable:
 - Continuity of Instruction,
 - Access to Devices and Connectivity,

- Pupil Participation and Progress,
- Distance Learning Professional Development,
- Staff Roles and Responsibilities, and
- Supports for Pupils with Unique Needs, including English learners, pupils with exceptional needs served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness

To the extent practicable, LEAs are encouraged to include an analysis of the effectiveness of the distance learning program to date. If distance learning was not provided to any students in 2020-21, please state as such.

Actions Related to Pupil Learning Loss

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to addressing pupil learning loss and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions, as applicable.
- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in addressing Pupil Learning Loss in the 2020-21 school year, as applicable. To the extent practicable, include an analysis of the effectiveness of the efforts to address pupil learning loss, including for pupils who are English learners; low-income; foster youth; pupils with exceptional needs; and pupils who are experiencing homelessness, as applicable.

Analysis of Mental Health and Social and Emotional Well-Being

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in monitoring and supporting Mental Health and Social and Emotional Well-Being of both pupils and staff during the 2020-21 school year, as applicable.

Analysis of Pupil and Family Engagement and Outreach

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges related to pupil engagement and outreach during the 2020-21 school year, including implementing tiered reengagement strategies for pupils who were absent from distance learning and the efforts of the LEA in reaching out to pupils and their parents or guardians when pupils were not meeting compulsory education requirements or engaging in instruction, as applicable.

Analysis of School Nutrition

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in providing nutritionally adequate meals for all pupils during the 2020-21 school year, whether participating in in-person instruction or distance learning, as applicable.

Analysis of Additional Actions to Implement the Learning Continuity Plan

- In the table, identify the section, the planned actions and the budgeted expenditures for the additional actions and the estimated actual expenditures to implement the actions, as applicable. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for the additional actions to implement the learning continuity plan and what was implemented and/or expended on the actions, as applicable.

Overall Analysis of the 2020-21 Learning Continuity and Attendance Plan

The Overall Analysis prompts are to be responded to only once, following an analysis of the Learning Continuity and Attendance Plan.

- Provide an explanation of how the lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.
 - As part of this analysis, LEAs are encouraged to consider how their ongoing response to the COVID-19 pandemic has informed the development of goals and actions in the 2021–24 LCAP, such as health and safety considerations, distance learning, monitoring and supporting mental health and social-emotional well-being and engaging pupils and families.
- Provide an explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs (including low income students, English learners, pupils with disabilities served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness).
- Describe any substantive differences between the actions and/or services identified as contributing towards meeting the increased or improved services requirement, pursuant to *California Code of Regulations*, Title 5 (5 CCR) Section 15496, and the actions and/or services that the LEA implemented to meet the increased or improved services requirement. If the LEA has provided a description of substantive differences to actions and/or services identified as contributing towards meeting the increased or improved services requirement within the In-Person Instruction, Distance Learning Program, Learning Loss, or Additional Actions sections of the Annual Update the LEA is not required to include those descriptions as part of this description.

Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan

The Overall Analysis prompt is to be responded to only once, following the analysis of both the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan.

- Describe how the analysis and reflection related to student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP, as applicable.

Annual Update for the 2019–20 Local Control and Accountability Plan Year Expenditure Summary

Total Expenditures by Funding Source		
Funding Source	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Funding Sources	5,979,450.00	5,462,739.00
	0.00	0.00
At Risk	855,000.00	748,086.00
Base	4,438,950.00	4,273,076.00
CTEIG	235,000.00	57,215.00
Low Performing Student Grant (LPSG)	13,000.00	14,180.00
Other	277,500.00	241,320.00
Title I	100,000.00	101,399.00
Title II	25,000.00	22,322.00
Title III	35,000.00	5,141.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Object Type		
Object Type	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Expenditure Types	5,979,450.00	5,462,739.00
	0.00	0.00
1000-1999: Certificated Personnel Salaries	3,459,100.00	3,394,792.00
2000-2999: Classified Personnel Salaries	352,500.00	321,253.00
3000-3999: Employee Benefits	1,373,850.00	1,416,700.00
4000-4999: Books And Supplies	510,000.00	199,501.00
5000-5999: Services And Other Operating Expenditures	229,000.00	130,493.00
6000-6999: Capital Outlay	35,000.00	0.00
7000-7439: Other Outgo	20,000.00	0.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Object Type and Funding Source			
Object Type	Funding Source	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Expenditure Types	All Funding Sources	5,979,450.00	5,462,739.00
		0.00	0.00
1000-1999: Certificated Personnel Salaries	At Risk	695,000.00	661,692.00
1000-1999: Certificated Personnel Salaries	Base	2,476,100.00	2,483,888.00
1000-1999: Certificated Personnel Salaries	Low Performing Student Grant (LPSG)	3,000.00	0.00
1000-1999: Certificated Personnel Salaries	Other	275,000.00	241,320.00
1000-1999: Certificated Personnel Salaries	Title II	10,000.00	7,892.00
2000-2999: Classified Personnel Salaries	At Risk	120,000.00	67,101.00
2000-2999: Classified Personnel Salaries	Base	130,000.00	152,753.00
2000-2999: Classified Personnel Salaries	Other	2,500.00	0.00
2000-2999: Classified Personnel Salaries	Title I	100,000.00	101,399.00
3000-3999: Employee Benefits	Base	1,373,850.00	1,416,700.00
4000-4999: Books And Supplies	At Risk	35,000.00	19,293.00
4000-4999: Books And Supplies	Base	285,000.00	126,517.00
4000-4999: Books And Supplies	CTEIG	180,000.00	52,813.00
4000-4999: Books And Supplies	Title III	10,000.00	878.00
5000-5999: Services And Other Operating Expenditures	At Risk	5,000.00	0.00
5000-5999: Services And Other Operating Expenditures	Base	154,000.00	93,218.00
5000-5999: Services And Other Operating Expenditures	CTEIG	20,000.00	4,402.00
5000-5999: Services And Other Operating Expenditures	Low Performing Student Grant (LPSG)	10,000.00	14,180.00
5000-5999: Services And Other Operating Expenditures	Title II	15,000.00	14,430.00
5000-5999: Services And Other Operating Expenditures	Title III	25,000.00	4,263.00
6000-6999: Capital Outlay	CTEIG	35,000.00	0.00
7000-7439: Other Outgo	Base	20,000.00	0.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Goal		
Goal	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
Goal 1	1,895,000.00	1,481,644.00
Goal 2	1,931,950.00	2,031,730.00
Goal 3	542,500.00	581,118.00
Goal 4	1,610,000.00	1,368,247.00

* Totals based on expenditure amounts in goal and annual update sections.

Annual Update for the 2020–21 Learning Continuity and Attendance Plan Expenditure Summary

Total Expenditures by Offering/Program		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	\$4,000.00	\$4,000.00
Distance Learning Program	\$1,952,008.00	\$3,279,049.00
Pupil Learning Loss	\$333,450.00	\$333,450.00
Additional Actions and Plan Requirements		
All Expenditures in Learning Continuity and Attendance Plan	\$2,289,458.00	\$3,616,499.00

Expenditures by Offering/Program (Not Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings		
Distance Learning Program	\$1,847,008.00	\$2,976,256.00
Pupil Learning Loss	\$18,249.00	\$18,249.00
Additional Actions and Plan Requirements		
All Expenditures in Learning Continuity and Attendance Plan	\$1,865,257.00	\$2,994,505.00

Expenditures by Offering/Program (Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	\$4,000.00	\$4,000.00
Distance Learning Program	\$105,000.00	\$302,793.00
Pupil Learning Loss	\$315,201.00	\$315,201.00
Additional Actions and Plan Requirements		
All Expenditures in Learning Continuity and Attendance Plan	\$424,201.00	\$621,994.00