



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 Mountain View Los Altos High School District is a comprehensive public high school district (9-12) located in the heart of Silicon Valley, serving a diverse student body from both professional and working-class families. MVLA consists of two high schools, including Los Altos High School (LAHS) and Mountain View High School (MVHS), Alta Vista High School (AVHS), the continuation high school, and a number of alternative programs, including Freestyle Academy, Alta Vista Opportunity, Middle College and College Now. Our attendance area includes highly affluent sections of Los Altos, Los Altos Hills, and Mountain View as well as low-income housing sections of Mountain View. Newsweek ranked LAHS and MVHS among the top 1% of high schools nationwide. Enrollment of 4,394 students in the district includes 38.7% Caucasian, 25.8% Latino, 23% Asian, and 12% other or multi-racial. In addition, student groups at MVLA are Foster Youth 0.1%, Homeless 0.9%, English Learners 6.1%, Students with Disabilities 11.7%, Socioeconomically Disadvantaged 19.4% (2020, CBEDS Day). The two comprehensive schools went through the Western Association of Schools and Colleges (WASC) process in the 2018-19 school year and received a six-year accreditation with a 3-year visit. Alta Vista went through WASC accreditation in 2017-18 and also received a 6-year accreditation. AVHS was also recently named a "Model Continuation School" by the California Department of Education for the twentieth year in a row.

As a district, we value a learning environment in which students and staff work together in a spirit of unity and mutual respect. We are committed to the process of continuous learning and the application of knowledge. We value the diversity of our paths while promoting a community in which

members have an equal opportunity to excel as people and learners.

Our six-year board-adopted/district goals from 2017-2022 include:

Improve academic achievement of all students at all performance levels by:

- Aligning curriculum, grading systems, and practices
- Promoting achievement of students in Science, Technology, Engineering and Math
- Supporting the well-being of students and staff
- Providing facilities that optimally enhance learning
- Maintaining fiscal stability

Located in the heart of the Silicon Valley, our neighbors include technology giants Google, Apple, Adobe, Facebook, LinkedIn, Intuit, Microsoft, and NASA-Ames, to name a few. As college preparatory high schools, MVHS and LAHS respond to the community's demand for rigor, relevance, and excellence by offering open access to 40+ Honors and Advanced Placement (AP) courses across the curriculum. At the same time, we value emotional and mental health and we strive to help our students find balance in their busy lives.

In March 2020, Mountain View Los Altos High School District joined with school districts throughout the United States, making the difficult decision to close its campuses to prevent the spread of COVID-19. School closure had a hard impact on our community. Many MVLA families rely on our schools for education, but also for meals, internet access, essential resources such as mental health services, connections to local resources, and after-school programs, sports, and clubs. While MVLA quickly shifted to a distance learning plan, we also remained committed to serving our students through daily meal distribution, a robust distance learning program that included services for Students with Disabilities and English Learners, and continued social-emotional health services.

Due to the ongoing challenges in our state with COVID, in the fall of 2020, MVLA started the school year off in distance learning. Our staff remained committed to planning and implementing top-notch, simultaneous instruction as we continued our outreach and services to students in need. In October we were able to bring small group cohorts onto campus, and we prioritized students with the highest needs. We continued to grow the number of cohorts we had on campus until February of 2021 when we were allowed to begin Stable Groups. We brought grade-level students to campus for a day (each week). On April 19, 2021, we re-opened our schools and had students back 4-days a week. Students and families were able to decide if they wanted to return in person or stay remote. MVLA had about 50% of the population return in-person and 50% stay remote.

We are grateful to our community of staff, students, and parents that have remained committed to the success of our students.

Reflections: Successes

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

The percentage of 12th graders (Class of 2020) who completed Alg II with a "C" or better at LAHS increased to 91%. The percentage of Latino 12th graders both increased from 73% to 77% at LAHS, and 62% to 63% at MVHS. The percentage of Algebra II completion dropped slightly for Latino students who were not classified as English Learners (EL), socio-economically disadvantaged (SED) or Students with Disabilities (SWD) at both LAHS and MVHS.

The percentage of students Meeting and Exceeding on the SBAC (Spring 2019) increased for ELA, while math maintained or slightly declined. There were declines for specific student groups that will be discussed in the next section.

- At LAHS, the percentage on the ELA increased particularly for SED by 1%. In math, the percentages also increased for SED by 4%.
- At MVHS, the percentage on the ELA increased for SED by 10% and SWD by 18%. In math, the percentages increased for SED by 3% and SWD by 14%.
- 85% of Latino students who were not classified as EL, SWD or SED performed mostly on par with their general education peers in ELA.
- According to the Fall 2019 CA Dashboard, the overall rating for performance on the ELA and math SBAC was "blue" which shows growth from the previous year.

The percentage of 9th graders earning a 2.0 and 3.0 or above at both comprehensive schools showed improvement.

The number of EL taking at least one AP class increased districtwide.

AVID exceeded their specific growth targets in a-g completion, and AP results with a 3 or better. 99% of AVID students completed Algebra II with a C or better, and 98% of AVID students graduated in the Class of 2020.

According to the 2019 CA Dashboard, the overall rating for the College and Career indicator is "blue." The student groups that were rated the highest are Asians, Caucasians, and two or more races which is consistent with other district local indicators. Overall, Latino, homeless and SED students rated "green" which shows growth in meeting college and career readiness. Much of this success can be attributed to the ongoing focus on meeting the needs of all students, particularly our critical learners. The school sites have been strategic in designing programs that target areas of need. In addition, MVLA is proud of the professional development we offer our staff, which enables staff to learn new techniques that help students to be successful. The District's commitment to maintaining the integrity of the Instructional Support Team as part of our service design model ensures the continued growth of academic achievement in math and other core subject areas.

In a community survey to parents, parents feel their child's biggest successes were doing well in classes, using technology for school, and attendance/participation in their classes. Parents also reported the ease of attending meetings via Zoom and they would recommend we continue to offer this option in the future.

In a survey to our teachers, 88% of our teacher felt connected to their students, 82% felt connected with their colleagues, over 80% of our teachers were meetings their course teams for collaboration every week or every other week, and they felt their biggest successes were building relationships with students, learning new technology, and implementing virtual lessons.

In a survey to our students, 70% of our students rated a 3 or higher (on a 1-5 scale) of having a positive experience in school this year, 83% of our students found structures designed for distance learning, like our Weekly Slate, helpful, and that synchronous classes help them learn and enjoy class.

Despite a challenging year with COVID, MVLA will continue to strive towards excellence, build on the successes and support our students and staff.

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.

As previously mentioned, MVLA continues to gradually make gains with our high need and special populations. However, our Latino, Students with Disabilities (SWD), English Learners (EL), and socio-economically disadvantaged (SED) students significantly lag behind the student population as a whole in GPA, a-g completion, and grades in math. To assist these students, the schools have designed math classes that provide personalized support. All 9th-grade math classes have a reduced class size to 20:1. A math support class is provided to all students in Algebra I who showed challenges in 7th and 8th-grade math. For older students at MVHS, Algebra II was taught over two years which showed positive results in average GPAs. Class sizes will be reduced for Algebra II that enroll older students. Students who also showed difficulty in math at the 8th grade or 9th-grade level were enrolled in summer enrichment classes. Examining the progress of students in the summer program, the data shows that more than half of the students maintained a “C” or better in their subsequent grading periods.

The California School Dashboard indicates the following areas of "Red" and "Orange" for having not met our targets for one or more years. The data shows that there has been an overall decrease in suspensions at MVHS, among Latino, SED and SWD. LAHS has maintained its rate of suspensions and there is a decline in suspensions for Latino students, EL, Homeless youth, and SWD.

This data correlates with the findings in the previous LCAP which revealed a disproportionality in suspensions, with an overrepresentation of SWD and students of color being suspended, compared to White and Asian students. There have been continued efforts in the 2020-21 school year to better understand the reasons for these findings which requires ongoing discussion and calibration of progressive discipline practices. A continued focus for 2021-22 includes the integration of practices that can be effectively used as alternatives to suspension. The district has established a centralized administrative position that will support the sites in developing restorative practices and alternatives to suspension.

CA Dashboard Areas of “Red” or “Orange” ratings:

Suspension Rates:

Districtwide

Red for African-American students, increased by 6.8%

Orange for Homeless students (increased by 2.4%) and students with disabilities (maintained)

SBAC Performance in ELA and math:

ELA:

Districtwide: Red for SWD. Orange for EL. SWD declined in performance in ELA SBAC. The rating for CA Dashboard includes students who are designated as Mild/Moderate and Moderate/Severe, while the local indicator only includes students who are designated as Mild/Moderate. SWD who are designated as Mild/Moderate will perform better on the ELA/SBAC since they are enrolled in grade-level courses.

Math:

Districtwide: Red for SWD. Orange for EL.

College/Career Indicator:

Latino (5.1%), Homeless (22.9%), and SED (4.7%) all declined, while SWD maintained a 1.9% rate for those who are prepared or approaching preparedness for college and career readiness.

Districtwide: Orange for Latino, Homeless, SED, and SWD. Yellow for EL

The Chronic Absenteeism data show areas of continued concern. The districtwide Chronic Absenteeism rate for 2019-20 is 6%. Among the highest rates of absenteeism, the rate for Latino students rate was 17.0%; including 15.8% at MVHS and 14.5% at LAHS. The rate for Pacific Islander and African American students was high among the student groups, at 33.3% and 14.5% respectively. However, the student size for these groups is significantly smaller totaling up to less than 2% of the total student population.

The CA Healthy Kids Survey data continues to highlight student connectedness and student wellness as an area of great priority. The percentage of students “experiencing chronic sadness and hopelessness” has increased for both MVHS and LAHS, particularly for 11th graders. This is aligned to other indicators as measured by our school-based mental health team. There have been more cases reported of high stress and anxiety due to academic difficulties and family relationships. To assist students, the District-wide Wellness Task Force has also established a 3-tier system for providing wellness supports for all students, including the increase of mental health services available and school-wide focus on wellness efforts at the sites.

CA Healthy Kids Survey Data (Fall 2019)

School Climate Index:

Overall supports and engagement (-8.5)

Overall violence and substance use (-17)

School connectedness (-8.5)

Opportunities for meaningful participation (+8)

Experienced chronic sadness/hopelessness (32.5%, +3.5)

Through surveys that were administered to staff, students, and parents, as well as through stakeholder meetings, MVLA has identified the following areas of need, which align to the earlier mentioned areas of need :

- * Increase communication and community engagement opportunities

- * Strengthen the integration of wellness and mental health services along with Social-Emotional Learning in the classrooms.

- * Continue with our high-quality education and work to decrease the disproportional gap seen amongst our LatinX population amongst many indicator data points

* Continue to support teachers in professional learning as a high-impact group to serve students and decrease disproportionalities. These areas of need will become our LCAP goals and will be addressed in detail throughout this plan.

LCAP Highlights

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

MVLA provides in-depth professional learning for all staff. In addition, the Instructional Support Team (IST) offers a variety of professional learning experiences, including lunch workshops, retreats for course teams and departments, and individualized support. Key professional learning themes this year include course team alignment, implementing the SBAC IABs (Interim Assessment Blocks), student data collection and analysis through the DataZone tool, and inclusion strategies through co-teaching training. Through the WASC process, the need to close the opportunity gap and implement more equitable practices that support the needs of critical learners, including English Learners, was a common theme for both schools. Mountain View Los Altos High School District has identified the following four goals of focus for the next year by working collaboratively with stakeholders throughout the district.

Goal 1: Academic Excellence for all

All students have access and success to equitable, high-quality, 21st-century learning while disproportionalities are decreased. (priority 1, 2, 4, 7, 8)

Goal 2: Stakeholder Communication & Engagement

Increase student, parent, and partner schools' engagement to create equitable culture & climate to support all students. (priority 3, 5)

Goal 3: 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. (Priority 6)

Goal 4: Life long learners

All staff will be supported in collaboration and professional learning to continue to provide equitable, high-quality learning and inclusive instructional environments. (Priority 1, 5, 6, 7, 8)

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.

Alta Vista High School

Support for Identified Schools

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

Alta Vista High School (AVHS) is the continuation high school in the Mountain View Los Altos High School District, serving 60 to 90 tenth, eleventh and twelfth grade students. AVHS was identified as a Comprehensive Support and Improvement (CSI) low-performance school based on the graduation rates for the 2019-2020 school year. The district provided site-level data on graduation rates and referrals beyond what was reported on the dashboard.

District and site administrators analyzed student-level data to determine causes for referrals, reasons of non-graduates and to determine the best interventions.

AVHS also worked with Santa Clara County Office of Education, participated in a needs assessment and analysis, found problems of practice, created drivers, and change ideas. Careful consideration of when and how students are referred to AVHS is a key to supporting our students.

Monitoring and Evaluating Effectiveness

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

AVHS leadership team went through a needs assessment process facilitated by the Santa Clara County Office of Education during the 2020-2021 school year. Through this process AVHS was able to identify a problem of practice and create a Driver Diagram that includes a AIM statement By June 2023, 80% of seniors who start the year with AVHS and were MVLA or PAUSD students will graduate on time, drivers and change ideas to meet the goal of their AIM Statement. AVHS has a high rate of seniors that are being referred with a large credit deficiency which makes graduation not achievable within the time frame.

The MVLA will support AVHS in the monitoring, evaluation, and implementation of the CSI plan to meet accountability expectations.

The goal of MVLA is to support AVHS on its end goal, increase their graduation rate, with fidelity through professional learning, site alignment of services, and scaffold support through counselors, administration, collaboration with comprehensive sites, and other coaching opportunities aligned to site needs. We will ensure that time is allotted for staff collaboration with the direct intention of addressing the implementation of our CSI plan.

Stakeholder Engagement

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

MVLA engaged with stakeholders which provided feedback in the Local Control Accountability Plan (LCAP). The Board of Education, district and site level administrators, teachers, parents/guardians, students, employee groups, and community members were engaged in developing the LCAP. This process included soliciting feedback via surveys, social media, emails, newsletters, orientations, site meetings, and activities, etc.

Consistent and equitable approaches were used to provide opportunities for continuous stakeholder participation. Below is a brief description of the stakeholder group's input gathered.

Summer 2020

- Input related to Distance Learning and other COVID-19 responses
- Community survey

Fall 2020

- Staff Survey
- Student Survey

Winter 2020-2021

- Development of SPSA
- Staff Survey
- Student Survey
- LCAP planning with Extended Cabinet
- Staff Connector meetings
- Weekly meetings with SCCOE

Spring 2021

- Review and received LCAP input from AP Council (5/11/21)
- Community survey
- Student survey
- Staff Connector meetings
- SELPA - LCAP Consultation (5/28/21)
- Parent Advisory Committee meeting (6/3/21)
- DELAC Advisory Committee meeting (6/3/21)
- Weekly meetings with SCCOE
- 1st Reading with the Board (5/31/21)

Feedback is reflected in the 2021-24 Local Control Accountability Plan.

The agenda for LCAP Public Hearing was posted at least 72 hours prior to the June 14, 2021 Board Meeting. It was posted online for five days after the board meeting for public comment.

On June 21, 2021, the Board will take action on the Proposed 2021-24 Local Control Accountability Plan

A summary of the feedback provided by specific stakeholder groups.

Input, feedback, and information from Stakeholders (teachers, administrators, parents, students, community, and Board) are integrated into the four LCAP goals and in the increased actions/services for students who are socioeconomically disadvantaged students, English learners, and foster youth. General descriptions of stakeholder feedback is included in the section below.

Below are trending actions communicated

- Increased mental health services, including a Spanish speaker.
- Provide ongoing Positive Behavior Supports and Interventions support for school teams' school-wide implementation and monitoring efforts.
- Expand Career Technical Education course offerings in areas of high student interest.
- Cultural Proficiency training for teachers, school staff, and students.
- Professional learning for teachers and school staff that focus on social-emotion practices and culturally responsive pedagogy.
- Continue to provide Internet service and Chromebooks for students in need.
- Continue supporting and strengthening communication with families.
- Strengthen articulation with our partner schools.

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

The MVLA stakeholder community provided input and feedback which helped develop the 2021-2024 LCAP actions and four LCAP goals:

- 1) Academic Excellence for all: All students have access and success to equitable, high-quality, 21st-century learning while disproportionalities are decreased.
- 2) Stakeholder Communication & Engagement: Increase student, parent, and partner schools' engagement to create an equitable culture & climate to support all students.
- 3) 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.
- 4) Life long learners:

Stakeholder input also helped to develop the actions for students who are low-income students, English learners, and foster youth.

The following actions were influenced by stakeholder engagement:

- Increase mental health support (Goal 3: Action 2)

- * Access to the internet (Goal 1:Action 2)
 - * Support student belonging (Goal 1: Action 3)
 - * Create lessons that reflect diverse students (Goal 1:Action 12)
- Tier I and Tier II behavioral support; and implement and train staff on a social, emotional learning curriculum that teaches students prosocial skills for school success. (Goal 3:Action 4, 10)
- * Increase collaboration with Partner Districts (Goal 2: Action 1)
 - Providing teachers with equity and Cultural Proficiency training (Goal 4:Action 3)
 - Expand Career Technical Education course offerings in areas of high student interest (Goal 1:Action 13)
 - * Increase communication and engagement with Latinx families (Goal 2:Action 5,6)

Goals and Actions

Goal

| Goal # | Description |
|--------|--|
| 1 | Academic Excellence for all All students have access and success to equitable, high quality, 21st century learning while disproportionalities are decreased. (priority 1, 2, 4, 7, 8) |

An explanation of why the LEA has developed this goal.

Analysis of student data from various sources indicates that MVLA has ethnic disproportionalities from state assessments (over 30% below), to enrollment in AP classes (over 20% under-enrolled), to completion of A-G (40% below). Stakeholder input has also emphasized the need for coherence and consistency across the district and the expectation that all students, regardless of the school site, program participation, or classroom, should have equitable access to a high-quality educational experience that reflects their culture within the curriculum. This goal also aligns to the district's current efforts to implement an effective Multi-Tiered System of Supports (MTSS), high-quality Tier 1 instructional practice, and equity/implicit-bias training across all schools.

Measuring and Reporting Results

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|--|----------------------|----------------|----------------|----------------|-----------------------------|
| Williams compliance: Percentage of teachers who are fully credentialed and assigned to teach in areas of their specialization. | 100% | | | | 100% |
| Algebra I GPA | Algebra I GPA = 2.32 | | | | Algebra I GPA = 2.55 |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|--|----------------|----------------|----------------|--|
| The number of students completing Algebra II with C or better will increase each year. | All students = 89% Caucasians=96% Latino = 70% | | | | All students = 93% Caucasians=96% Latino = 85% |
| Percentage of 11th grade students demonstrating college readiness via the Early Assessment Program (EAP) in English Language Arts | 82.63% | | | | 85% |
| Percentage of 11th grade students demonstrating college readiness via the Early Assessment Program (EAP) in Math | 68.81% | | | | 75% |
| Number of Latino students being referred to SPED | Latino referrals to Special Ed = 41 | | | | Latino referrals to Special Ed = 30 |
| Percent of classrooms with complete | 100% | | | | 100% |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|----------------|----------------|----------------|--|
| instructional materials as evidence by SARC | | | | | |
| Percentage of English Learners making progress towards proficiency on the English Language Proficiency Assessments for California (ELPAC) | ELs ELPAC score 3 or 4 = 29.73% LTELs ELPAC score 3 or 4 = 45% | | | | ELs = 35% LTELs = 55% |
| Percentage of English Learners reclassified to Fluent English Proficient (RFEP) | 20.8% | | | | 30% |
| Percent of 11th graders meeting or exceeding SBAC ELA. | Caucasian = 96% Caucasian (Reg Ed only) = 97.5% Hispanic = 60% Hispanic (Reg Ed only) = 84.5% Hispanic & Special Ed (Resource) = 27% Hispanic & Special Ed (SDC) 20% Hispanic & SED = 48% | | | | Caucasian = at or above 97% Caucasian (Reg Ed only) = 98% Hispanic = at or above 75% Hispanic (Reg Ed only) = at or above 90% Hispanic & Special Ed (Resource) = at or above 30% |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|--|---|----------------|----------------|----------------|---|
| | <p>Hispanic & RFEP = 62%</p> <p>African American = 83.5%</p> <p>Asian = 91.5%</p> | | | | <p>Hispanic & Special Ed (SDC) = at or above 40%</p> <p>Hispanic & SED = at or above 60%</p> <p>Hispanic & RFEP = at or above 75%</p> <p>African American = at or above 95%</p> <p>Asian = at or above 95%</p> |
| <p>Math State Assessment Average Distance from 'Standard Met' or 'Exceeded' on Mathematics Smarter Balanced Summative Assessment for grade 11</p> <p>Source: California School Dashboard</p> | <p>Caucasian = 82%</p> <p>Caucasian (Reg Ed only) = 85.5%</p> <p>Hispanic = 34.5%</p> <p>Hispanic (Reg Ed only) = 58%</p> <p>Hispanic & Special Ed (Resource) = 0%</p> <p>Hispanic & Special Ed (SDC) = 6.5%</p> <p>Hispanic & SED = 24%</p> <p>Hispanic & RFEP = 30.5%</p> | | | | <p>Caucasian = at or above 85%</p> <p>Caucasian (Reg Ed only) = at or above 88%</p> <p>Hispanic = at or above 50%</p> <p>Hispanic (Reg Ed only) = at or above 63%</p> <p>Hispanic & Special Ed (Resource) = at or above 50%</p> |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|--|---|----------------|----------------|----------------|--|
| | <p>African American =47.5%</p> <p>Asian = 88.5%</p> | | | | <p>Hispanic & Special Ed (SDC) = at or above 20%</p> <p>Hispanic & SED = at or above 50%</p> <p>Hispanic & RFEP = at or above 50%</p> <p>African American = at or above 75%</p> <p>Asian = at or above 91%</p> |
| Percent of students scoring 3 or higher in the Advanced Placement (AP) Exams) | 86.3% | | | | 89% |
| Percentage of students in grades 10-12 enrolled in 1 or more Advanced Placement (AP) classes | <p>Caucasian = 49.5%</p> <p>Caucasian (Reg Ed only) = 58.5%</p> <p>Hispanic = 34.5%</p> <p>Hispanic (Reg Ed only) = 42%</p> <p>Hispanic & SpEd (R/S) = 3.5%</p> | | | | <p>Caucasian = 63%</p> <p>Caucasian (Reg Ed only) = 61.5%</p> <p>Hispanic = 45%</p> <p>Hispanic (Reg Ed only) = 50%</p> <p>Hispanic & SpEd (R/S) = 5%</p> |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|--|--|----------------|----------------|----------------|--|
| | Hispanic & LEP = 9% Hispanic & SED = 36% Hispanic & RFEP = 37%, African American = 40% Asian = 63.5% | | | | Hispanic & LEP = 12% Hispanic & SED = 40% Hispanic & RFEP = 40% African American = 45% Asian = 66% |
| Percent of Special Ed resource students achieving 'Standard Met' or 'Exceeded' on the ELA SBAC | 40% | | | | 45% |
| Percent of Special Ed resource students achieving 'Standard Met' or 'Exceeded' on the Math SBAC | 10% | | | | 15% |
| Special Education SDC students GPA | GPA = 2.45 | | | | GPA = 2.7 |
| School facilities up to date and in good condition, with infrastructure to support the learning of students using the FIT assessment | 100% | | | | 100% |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|----------------|----------------|----------------|---|
| Percent of students successfully completing A-G | Caucasian = 85% Caucasian (Reg Ed only) = 86% Hispanic=50% Hispanic (Reg Ed only)=76% Hispanic & SpEd (R/S)=5% Hispanic & LEP=0% Hispanic & SED=38% Hispanic & RFEP=47% African American=49% Asian=89% | | | | Caucasian = 89% Caucasian (Reg Ed only) = 90% Hispanic=55% Hispanic (Reg Ed only)=80% Hispanic & SpEd (R/S)=8% Hispanic & LEP=0% Hispanic & SED=44% Hispanic & RFEP=52% African American=80% Asian=92% |
| Implementation of Academic Standards | Progress in making instructional materials that are aligned to the recently adopted academic standards and/or curriculum frameworks available in all classrooms where the subject is taught. ELA - 4 Full Implementation ELD - 3 Initial Implementation Math - 4 Full Implementation NGSS Science - 4 Full Implementation | | | | Progress in making instructional materials that are aligned to the recently adopted academic standards and/or curriculum frameworks available in all classrooms where the subject is taught. ELA - 5 Full Implementation & Sustainability ELD - 4 Initial Implementation Math - 4 Full Implementation & Sustainability |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|--|--|----------------|----------------|----------------|--|
| | History-Social Science - 4 Full Implementation | | | | NGSS Science - 4 Full Implementation & Sustainability History-Social Science - 4 Full Implementation & Sustainability |
| Number of pupils who are enrolled in CTE class | 212 | | | | 300 |

Actions

| Action # | Title | Description | Total Funds | Contributing |
|----------|------------------------------------|---|--------------|--------------|
| 1 | High Quality Credentialed Teachers | Supporting students in the classroom with rigorous and scaffolded lessons, high-quality, credentialed teachers are necessary. Our teachers will be appropriately assigned and properly credentialed. | \$0.00 | No |
| 2 | Access to technology | All students will have access to a device and wi-fi. Our BYOD allows for all students to choose to their personal device or check out a quality Chromebook. If internet access is needed at home, students will be given a hotspot. This will particularly support EL, LIC, FY students and families who may not be able to financially provide their child with a device or home internet. | \$250,000.00 | Yes |
| 3 | Inclusive Classrooms | Continue to support and where needed, increase the number of co-teaching classes at the sites to foster greater inclusion of students with disabilities in mainstream core classes. | \$345,600.00 | No |
| 4 | Academic and Career Counseling | Maintain base academic and career counseling supports for students including scheduling guidance, mental health support/crisis | \$0.00 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|----------|---|--|--------------|--------------|
| | | intervention, suicide awareness, assistance with college applications, FAFSA support, and planning for credit recovery. Continue providing additional counseling supports to principally benefit unduplicated students including at-risk conferencing, campus visits, college and career awareness activities, summer school registration, college matriculation support, scholarship assistance, and prioritization of Homeless Youth and Foster Youth in registration and credit recovery. | | |
| 5 | Credit Recovery Options | Provide students who are off-track for graduation access and support to program options that accelerate their progress toward on-track status. This specially supports our FY, EL and LI because historically, they have had challenges in passing all classes and staying on graduation track. | \$949,000.00 | Yes |
| 6 | Exam Fee Support | Provide students access to Advanced Placement, PSAT, and SAT exams to ensure that no financial barriers prevent full participation. This will support our EL, foster youth or SED who may have financial difficulty paying for such fees. | \$5,000.00 | Yes |
| 7 | Course team/department-level data-based decision-making | Use student data to provide interventions for struggling students in order to maintain academic success in the class, especially for low-income students, RFEP, and English Learners. | \$20,000.00 | Yes |
| 8 | Intervention services | Intervention services will be provided for students who are either deemed at-risk or currently facing academic challenges, as well as English Learners who are struggling to acquire English. Intervention services may include summer school and extended year services as well as additional support within the school day. Extended day learning opportunities may be provided for some students. Services may occur within the student's assigned classroom or a separate classroom designed to support instruction. | \$230,400.00 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|----------|-------------------------------|---|----------------|--------------|
| | | | | |
| 9 | Open Access | As we increase the diversity in our honors and AP classes, teachers will provide the scaffolding to help our students earn a C or better in class. This will strengthen our support for students who lack the basic skills to be successful in an academically challenging class, which historically is or EL, FY, and LI population. | \$0.00 | Yes |
| 10 | ELs at LAHS | Begin to add a coordinated program on LAHS to support its English Learners | \$76,800.00 | Yes |
| 11 | Extended Learning Programs | Provide Summer School Programs that support students performing below standards in ELA and math. Language and Math Academies will support our incoming students in being prepared for high school. The academies will primarily be for incoming middle school students performing below standards in the areas of English and Math. Our ELs, SEDs, and foster youth have been supported by offering more opportunities to extend their learning beyond the school day and year. | \$20,000.00 | Yes |
| 12 | Culturally Relevant Education | Many of our classes have a Euro-centered view of the world when half of our students do not see themselves reflected in the point of view. Teachers will increase the amount of culturally diverse texts, lessons, and materials they use in the curriculum. This is partially supportive for our EL, FY, and LI because they historically are our students of color. | \$25,000.00 | Yes |
| 13 | CTE | Continue to strategically examine CTE offerings and pathways. Possibly expand offerings to all for more access and success for our students. | \$2,183,000.00 | No |

| Action # | Title | Description | Total Funds | Contributing |
|----------|-------------------|--|--------------|--------------|
| 14 | Newcomer Academy | Implement a Newcomer (EL within their first two years in the country) Academy to increase access and support to the challenges the newcomers typically face. This will include, but not limited to, additional skill-building support, psycho-education, social-worker support, basic technology training. | \$120,000.00 | Yes |
| 15 | At-risk counselor | Provide an at-risk counselor to support our most vulnerable student population. Since many of our ELs, foster and SED are struggling in school, our at-risk counselor provides much support to these groups. | \$260,000.00 | Yes |

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.

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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 | Stakeholder Communication & Engagement Increase student, parent and partner schools engagement to create equitable culture & climate to support all students. (priority 3, 5, 6) |

An explanation of why the LEA has developed this goal.

Our WASC Self-Study, DELAC, CCEIS, and other stakeholder groups have identified significant needs in the area of student and family engagement. Consistent systems providing interventions/supports will both provide the support needed to students/families and will also aid staff in their efforts by focusing on implementing plans collaboratively and cohesively.

To improve student and family connectedness in the overall educational program, facilitate parental involvement with district and site level decision-making processes affecting programs and services provided to students, specifically parents of English Learners, socioeconomically disadvantaged and foster youth, parents participate on various parent committees.

The importance of regular and clear communication (including translation and interpretation where needed), structured opportunities for stakeholders to build capacity, and authentic opportunities to provide input and engage in the decision-making process were more evident as the district faced disconnection and increased needs for support.

Measuring and Reporting Results

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|----------------------------|----------------|----------------|----------------|-----------------------------|
| Decrease the number of dropouts | 11 students | | | | 5 students |
| Increase the number of parents participating in DELAC | Average of 30 participants | | | | 50 participants |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|----------------|----------------|----------------|--|
| Graduation rates for Hispanic LED and SED | Hispanic & LEP = 59% Hispanic & SED = 86.5% | | | | Hispanic & LEP - 64% Hispanic & SED = 90% |
| Percent of Students Suspended as measured on the CA School Dashboard | 60% of all Suspensions are Latinx 9% Asian 25% White students | | | | 30% of all Suspensions are Latinx 25% of all Suspensions are Asian 25% of all Suspensions are White students |
| Percent of students chronically absent - reduction of district average below county (8.8%) and state (12.0%) averages | MVLA: 9.6% | | | | MVLA: 8.6% |
| Increase meetings with partner district leadership teams, as measured by meeting agendas. | 0 | | | | 3 |
| Surveys given to community to seek feedback | 2 | | | | 4 |

Actions

| Action # | Title | Description | Total Funds | Contributing |
|----------|--|--|--------------|--------------|
| 1 | Strengthen ongoing collaboration with Partner District | Strengthen ongoing collaboration with our two Partner Districts, Mountain View Whisman and Los Altos Elementary to ensure common expectations with respect to academic performance and behavior, appropriate vertical alignment of curriculum, as well as increasing consistency as much as possible, across the three districts, in best practices, interventions, instructional strategies, grading, and acquisition of academic vocabulary. | \$15,000.00 | No |
| 2 | Promote parent participation of individuals with exceptional needs | Provide workshops to support education and awareness for students with exceptional needs Individual 504, SST, and/or IEP meetings to monitor progress and develop educational goals and plans for the students. | \$5,000.00 | No |
| 4 | Community Outreach Specialist | Create a district-level position that will serve as a thought partner to community stakeholders while aligning internal supports to ensure community responsiveness. The position reports to the Superintendent and coordinates the design and implementation of engagement strategies with the close support of MVLA departments and school sites. | \$255,000.00 | No |
| 5 | LatinX engagement | Expand the number of participants engaged in meaningful and empowering ways in our ELAC, DELAC, Latino Parent Outreach (LPO), La LUCHA, and PIQE. Provide additional parent information meetings for all newly enrolled English Learner students in their primary language. Provide parent series and workshops on relevant topics. | \$25,000.00 | Yes |
| 6 | Increase Parent Involvement at the district and site level | Make additional efforts to recruit parents serving and participating in committees: District Advisory Committee (DAC), School Site Council, Parent Organizations such as Foundations, PTSA, District English Language Advisory Committee (DELAC), English Language Advisory Committee (ELAC), etc. | \$10,000.00 | No |

| Action # | Title | Description | Total Funds | Contributing |
|----------|-----------------------------|---|-------------|--------------|
| | | Bringing in more voices from our EL and SED population will strengthen our relationships with these groups and be stronger support in their academics. | | |
| 7 | Outreach and communications | Continue with the ongoing and consistent communication at the district and site level with the parents and community members via our Robocalls and mass emails by the district and all school sites for major events, weekly principal newsletters, weekly district newsletters, social media, live streaming, and the school district website. Increase meaningful outreach to all stakeholders using a range of communication strategies, including web presence, social media, messaging, and school-based presentations and activities via our Community Outreach Specialist. | \$44,754.00 | No |
| 8 | Student involvement | Create meaningful opportunities for student engagement in order to give them agency and empowerment in their education. Historically, our EL, FY, and LI population feel the most disconnected to school. This action was created to specifically increase their engagement and connection. | \$4,000.00 | Yes |
| 9 | NA | NA | | No |

Goal Analysis [2021-22]

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

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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.

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Goals and Actions

Goal

| Goal # | Description |
|--------|--|
| 3 | 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. (Priority 1, 5, 6) |

An explanation of why the LEA has developed this goal.

Targeted services and supports (tools, activities, and experiences that help students learn important skills so they can fully participate in their education) and have increased during the time of school closures and distance learning. Stakeholders' input has emphasized the importance of providing mental health support.

This goal also aligns with the district's current efforts to implement an effective Multi-Tiered System of Supports (MTSS) across all schools. The goal speaks to the provision of effective Tier 1, Tier 2, and 3 supports that are specific to identified student needs. Effectively using data to identify specific student needs and connecting them to the appropriate resources/services is necessary to ensure their access to standards-aligned instruction and support them in becoming college and career-ready.

Measuring and Reporting Results

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|--|------------------------------|----------------|----------------|----------------|-----------------------------|
| Percent of classrooms and campuses that are properly maintained and clean as measures by SARC. | 100% | | | | 100% |
| Percentage of students who attended school 96% of the time or more. | 2019-20: 85% 2020-21: 92% | | | | 94% |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|--|----------------|----------------|----------------|---|
| Percent of students chronically absent - reduction of district average below county (8.8%) and state (12.0%) averages | MVLA: 9.6% | | | | MVLA: 8.6% |
| Number of students suspended 1 or more times during the school year | 2020-21 = 2 total suspensions (1 = LatinX 1= white). 2019-20 = 32 suspensions (23 = LatinX, 5 = Asian, 1 = multiple 3 = white). | | | | Below 20 suspensions proportionally distributed. 13 = LatinX, 4 = Asian, 1 = multiple 2 = white |
| Percentage of positive responses in the areas of 'safety' and 'connectedness' as measures by the CHKS | In 2019-20 9th-grade = 68% 11-grade= 64% LatinX students (9th-graders = 61% 11th-graders = 61% Not English Proficient students 9th-graders=61%, 11th-graders=53% SED 9th-graders=57%, 11th-graders=54% LGBTQI+ 9th-graders=65%, | | | | 9th-grade = 78% 11-grade= 74% LatinX students (9th-graders = 71% 11th-graders = 71% Not English Proficient students 9th-graders=71%, 11th-graders=63% SED 9th-graders=67%, 11th-graders=64% LGBTQI+ 9th-graders=75%, 11th-graders=64% |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|--|--------------------------------|----------------|----------------|----------------|-----------------------------|
| | 11th-graders=54% | | | | |
| Percentage of teachers participating in Professional Development activities designed to improve their effectiveness SEL, as evidence by SARC | 100% | | | | 100% |
| Number of student expulsions | 2019-2020 = 1 2020-2021 = 0 | | | | 0 |
| Chronic Absenteeism and Attendance Rates | 2018-20 = 9.6% | | | | 7% |

Actions

| Action # | Title | Description | Total Funds | Contributing |
|----------|---------------------------------|--|----------------|--------------|
| 1 | Professional Development on SEL | Continue the support of professional development for all staff on social and emotional learning (SEL) strategies and structures for relationship building and safe and supportive environments in order to reinforce the social and emotional capacities of all adults who work with youth. Utilize IST and course teams to deepen this support and work into the classroom level. | \$8,000.00 | No |
| 2 | Clinical counselors | Provide mental health services to students in need via mental health counselors and therapist. To strengthen this work in mental health, we will better define our roles, practices protocols and services within our clinical team. | \$1,111,000.00 | No |

| Action # | Title | Description | Total Funds | Contributing |
|----------|--|--|--------------|--------------|
| | | | | |
| 3 | In-take Coordinator | Create an MVLA intake coordinator position. Define the intake coordinator process which includes assessing and delineating mental health referrals to the correct persons (therapist, admin, school counselor, etc.). | \$250,000.00 | No |
| 4 | Intervention and Supports specific to English Learners | Establish and grow an EL Newcomer Academy with a dedicated Community Services Agency case manager and push-in psycho-education. Progress will be measured on the CHKS. | \$162,000.00 | Yes |
| 5 | Parent Engagement | Create activities, spaces and opportunities to connect with parents as partners in their children's education within the lens of wellness and social-emotional learning. We want to ensure support for families and students in need while increasing connections with community-based organizations to both promote a positive school climate and meet the intervention needs of students | \$13,000.00 | No |
| 7 | NA | NA | | Yes |
| 8 | Campus | Ensure safe and nurturing campuses through ongoing training, monitoring and support of district-wide programs and processes. | \$8,000.00 | No |
| 9 | Gender Support Plan | Refine and implement our Gender Support Plan in order to create a shared understanding among school staff, parents and students about the ways in which the student's authentic gender will be accounted for and supported at school. | \$5,000.00 | No |

| Action # | Title | Description | Total Funds | Contributing |
|----------|---------------------------|---|--------------|--------------|
| 10 | Intervention Pathways | Support school site and districtwide intervention programs, including the use of supplemental materials and intervention services, to increase the student connectedness and achievement of all students and identified subgroups. Our EL, FY, and SED students struggle with school connectedness and classroom success, this action will partially strengthen support for them. This is measure by CHKS and GPA. Create pathways or options for students who have behavioral or discipline issues to learn, grown, and repair, rather than just have a consequence. | \$5,000.00 | Yes |
| 11 | Crisis Response Protocols | Establishing our Crisis Response Protocols as measured by our SPSA. | \$8,000.00 | No |
| 12 | Inclusion Activities | Expanding Inclusion Activities in the classroom and on-campus activities. This may include affinity groups, Challenge Day, Camp Everytown, to name a few. This will be especially important for our EL, FY, and LI, who have communicated in the CAHKS that they do not feel connected to our school. | \$200,000.00 | Yes |
| 13 | Bus Passes | Provide bus passes to students in need so they can access our schools without impact on their families finances. | \$5,000.00 | Yes |

Goal Analysis [2021-22]

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

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Goals and Actions

Goal

| Goal # | Description |
|--------|--|
| 4 | Life long learners All staff will be supported in collaboration and professional learning to continue to provide our students with an equitable, high-quality learning and inclusive instructional environments. (Priority 1, 2, 5,6) |

An explanation of why the LEA has developed this goal.

Analysis of student data from various sources shows that while the majority of our students are successful in their classes, our Latino population is disproportional in their success. On the California Dashboard our White and Asian students are scoring in the green and blue in math, ELA, College Career, suspension, graduation rate while our Latino, ELs, SWD, SEDs, and Homeless students are scoring in the red, orange, or yellow on multiple of these indicators.

Stakeholder input from our Latino population has also emphasized the need for coherence and consistency across the district and the expectation that all students should have equitable access to a high-quality educational experience and the need to support our staff with strengthening and expanding their scaffolding and intervention strategies for struggling learners and their cultural understanding across multiple cultures.

This goal also aligns and supports the sites with their WASC goals of professional learning and teacher collaboration. The goal speaks to the provision of a high-quality Tier 1 instructional program for all students and equity. This is the foundation upon which the district will be able to more accurately assess the full range of needs that exist and serve our disproportional students.

In addition, research shows that teachers have the greatest in-school impact on students' success. Investing in our teacher's professional learning will have a positive impact on our students.

Measuring and Reporting Results

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|----------|----------------|----------------|----------------|-----------------------------|
| Percent of teachers participating in Professional Development activities with a focus on Equity and MTSS strategies | 100% | | | | 100% |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|--|---|----------------|----------------|----------------|---|
| Percent of teachers fully credentialed and assigned to teach in areas of their specialization | 100% | | | | 100% |
| EL access to CA standards, including ELD as measured by self-reflection tool and CA dashboard | 100% of our ELs have access to CA state standards in lessons and curriculum | | | | 100% of our ELs have access to CA state standards in lessons and curriculum |
| Graduation rates for Hispanic LED and Hispanic SED | Hispanic & LEP - 59% Hispanic & SED = 86.5% | | | | Hispanic & LEP - 65% Hispanic & SED = 86.5% |
| Percent of students chronically absent - reduction of district average below county (8.8%) and state (12.0%) averages (also in Goal 3) | MVLA: 9.6% | | | | MVLA: 8.6% |
| Percent of students reporting that they feel connected to the school (based on the California Healthy Kids Survey) | Freshmen 68% Juniors 64% | | | | Freshmen 78% Juniors 78% |
| Number of co-taught classes on each campus as evidenced by district records | 9 classes | | | | 10 classes |
| 100% of classrooms will have complete instructional materials | 100% | | | | 100% |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|----------------|----------------|----------------|---|
| as evidence by district records. | | | | | |
| Number of students suspended 1 or more times during the school year | 2020-21 = 2 total suspensions (1 = LatinX 1= white). 2019-20 = 32 suspensions (23 = LatinX, 5 = Asian, 1 = multiple 3 = white) | | | | Below 20 suspensions proportionally distributed. 13 = LatinX, 4 = Asian, 1 = multiple 2 = white |

Actions

| Action # | Title | Description | Total Funds | Contributing |
|----------|---|---|--------------|--------------|
| 1 | Professional Learning Vision | Create a comprehensive professional learning system/plan that sets the staff up to reach a 3-year goal in professional learning which includes support and learning anchored in equity and Tier 1 MTSS strategies. A tremendous focus of our professional learning vision is to support and increase the success of our EL, FY, and LI students. | \$1,000.00 | Yes |
| 2 | Instructional Support Team | Teacher Induction Program for beginning teachers to not only clear their credential, but are provided with a coach and mentor through our Instructional Support Team. In addition, IST will support teacher professional development. This team's primary focus is supporting and working with teachers to support and important the connection and success of our EL, FY, and LI students. | \$811,000.00 | Yes |
| 3 | Anti-bias/Anti-racism Professional Learning | To actualize equity, access, and social justice for all students, especially those who are most marginalized and impacted by systemic racism, the district aims to provide ongoing professional learning | \$100,000.00 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|----------|------------------------------|---|-------------|--------------|
| | | <p>opportunities for all staff. Professional learning that deepens self-awareness and anti-racist capacity will ensure that there is common district messaging, understanding, and approach to dismantling systemic policies and practices that perpetuate disparate and disproportionate student outcomes.</p> <p>Anti-bias/Anti-racism professional learning to include, but not be limited to the following topics: Racial/cultural identities & stereotypes, implicit bias, microaggressions, dynamics of privilege & power, cultural competency and cultural humility, dismantling systems of oppression and racism, and restorative justice principles & practices.</p> | | |
| 4 | Partner-school collaboration | Work collaboratively with educators and administrators from our partner districts to create strong programs for Special Education students, our at-promise and ensure vertical alignment in course content, skills, assessment and expectations, as well as ensuring a smooth transition from 8th grade to high school. | \$10,000.00 | No |
| 5 | Continued PD | Provide ongoing professional development for SPED and General Ed teachers through common preps, retreats, and coaching. this will strengthen our co-taught classes and general education classes with both inclusivity practices and scaffolding tools. | \$60,000.00 | No |
| 6 | Collaboration | Provide time each week for teachers to collaborate with peers on approaches to improving student achievement. Activities during collaborative time include a review of student data, assessment of student work, and planning of instruction to meet student needs, in particular the needs of unduplicated students and other target student groups. Historically, our EL, FY, and SED students are underperforming their peers, so providing extra collaboration time provides teachers the ability to analyze specif student groups and create strategies for increase lerning. | \$15,000.00 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|----------|--|--|--------------|--------------|
| 7 | SPED and Wellness | Continue collaboration between SPED Department and Wellness Program to identify "school avoiders" (students for various reasons refuse, have school phobia, or cannot attend school) and provide individualized services. Examine and implement site Tier II and Tier III services to address the needs of these students. | \$13,000.00 | No |
| 8 | Curriculum Institute (CI) | Provide clear and supportive guidelines for staff in curriculum institute that allows for summer work and collaboration, course team retreats, and staff attending conferences. The focus of our CI is to include collaboration, engage in learning opportunities and innovations that are above and beyond the standard professional preparation required to fulfill teaching assignments, and to fulfill District/Board goals and WASC action plans. | \$170,000.00 | No |
| 9 | Classified Professional Development Plan. | Work and collaborate with our classified staff to provide professional training in the areas that supports their areas of needs. Surveys, evaluations, empathy interviews, etc. will be used to help determine staff training needs. | \$5,000.00 | No |
| 10 | Professional Learning specific to instruction for English Learners | Create opportunities of professional learning that support our ELs and RFEPS to access common core and ELD standards. Historically, our RFEPS tend to struggle in general education classes. The PD will support teachers with tools and time to strengthen their support and analysis of their EL and RFEP students. | \$50,000.00 | Yes |
| 11 | Culturally Relevant Education | Increase culturally relevant pedagogy, curriculum, lessons, and texts used in class. This will be supported by PD, course team collaboration, and resources to diversify materials. This will be partially supportive for our E, FY, and LI students who are historically students of color. | \$250,000.00 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|----------|---------------------------------|--|-------------|--------------|
| 12 | Special Education Collaboration | Provide districtwide special education collaboration and training with our co-teachers, expand and implement reading program for special education students, support and fully implement co-teaching/collaboration delivery model. | \$38,100.00 | No |

Goal Analysis [2021-22]

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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 |
|--|--|
| 3.04% | 1,337,758 |

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.

The details of the required justifications for how the district is increasing and improving services for the unduplicated student groups are contained in the Goals, Actions & Services section of this plan. The contributing action titles are:

Goal 1:

(Goal 1: Action 2) - Access to technology -To enhance student access to information technologies that promote increased learning and academic achievement. These services are principally directed and are an effective use of funds, targeting our low-income and all students in meeting our goals

(Goal 1: Action 5) - Credit Recovery Options - to provide a means to make up missing credit for our students to stay on graduation track. Will will provide this service with software licenses and staffing. These services are principally directed and are an effective use of funds, targeting our low-income, foster youth, EL, and all students in meeting our goals.

(Goal 1: Action 6) - Exam Fee Support - To provide financial waivers that will allow students to participate in multiple types of exams (SAT, AP, ACT, etc) that requires a fee. These services are principally directed and are an effective use of funds, targeting our low-income, foster youth, and all students in meeting our goals.

(Goal 1: Action 7) - Course team/department-level data-based decision-making -To provide educators with opportunities to collaborate within grade-level course teams to review relevant and appropriate data to support and enhance effective instructional strategies. These services are principally directed and are an effective use of funds, targeting our low-income, foster youth, EL, and all students in meeting our goals.

(Goal 1: Action 8) - Intervention services -To provide students with appropriate and relevant intervention supports curriculum that meets the needs of diverse students via qualified teachers, tools, software, and resources to enhance student language and literacy. These services are principally directed and are an effective use of funds, targeting our low-income, foster youth, EL, and all students in meeting our goals.

(Goal 1: Action 9) - Open Access -To provide full access to courses, including electives and CTE pathways APs, by providing well-trained teachers who are equipped with supporting students of various and specific needs. These services are principally directed and are an effective use of funds, targeting our low-income, foster youth, EL, and all students in meeting our goals.

(Goal 1: Action 10) - ELs at LAHS - Begin to build in SDAIE classes at LAHS to better support our upper-level ELs. These services are principally directed and are an effective use of funds, targeting our ELs in meeting our goals.

(Goal 1: Action 11) - Extended Learning Programs - To provide educational, recreational, and social activities for students that align with and extend beyond the mandatory instructional/academic day. These services are principally directed and are an effective use of funds, targeting our low-income, foster, EL, and all students in meeting the district's goals.

(Goal 1: Action 12) - Culturally Relevant Education - To provide and use resources (text, curriculum, pedagogy) that is culturally relevant to a diverse group of students. These services are principally directed and are an effective use of funds, targeting our low-income, foster youth, EL, and all students in meeting our goals.

(Goal 1: Action 14) - Newcomer Academy - To provide support in skill-building, psycho-education, social-worker support, basic technology training to our ELs within the first couple of years to our country. These services are principally directed and are an effective use of funds, targeting our EL.

(Goal 1: Action 15) - Culturally Relevant Education - Provides guidance, counseling, and family outreach specifically to our EL, LI, and FY population. These services are principally directed and are an effective use of funds, targeting our low-income, foster youth, EL.

Our actions and expenditures of funds marked as contributing to increased or improved services were developed focusing on the needs, conditions, or circumstances of our EL, FY, and LI students to support their academic achievement in the classroom.

Goal 2:

(Goal 2: Action 5) - LatinX engagement - To strengthen the communication with our LatinX population so we can partner together in support of our LatinX students. These services are principally directed and are an effective use of funds, targeting our EL, and all students in meeting our goals.

(Goal 2: Action 8) - Student involvement - To provide students with engaging and meaningful activities that encourage students to be more involved and engaged in their academic success. These services are principally directed and are an effective use of funds, targeting our low-income, foster youth, EL, and all students in meeting our goals.

Our actions and expenditures of funds marked as contributing to increased or improved services were developed focusing on the needs, conditions, or circumstances to strengthen our support, communication, and engagement of our EL, FY, and LI students and families.

Goal 3:

(Goal 3: Action 4) - To strengthen our support systems for our EL newcomers with an organized and dedicated set of resources that includes social work, psycho-education and tech support, and mental health services. These services are principally directed and are an effective use of funds, targeting our EL students in meeting our goals.

(Goal 3: Action 11) - Crisis Response Protocols - To develop a process that is timely, responsive, and supportive for times of crisis, we will develop and communicate our protocols for crisis response. These services are principally directed and are an effective use of funds, targeting our low-income, EL, SED, and SPED and all students in meeting our goals.

(Goal 3: Action 12) - Inclusion Activities - To create a safe campus and a feeling of belonging, we will implement activities and programs that support inclusion and diversity. These services are principally directed and are an effective use of funds, targeting our low-income, EL, SED, and SPED and all students in meeting our goals.

(Goal 3: Action 13) - Bus Passes- - To make sure our students have no barriers coming to school, we provide bus passes for anyone taking public transportation. These services are principally directed and are an effective use of funds, targeting our low-income and all students in meeting our goals

Our actions and expenditures of funds marked as contributing to increased or improved services were developed focusing on the needs, conditions, or circumstances of our EL, FY, and LI students to support their social-emotional, physical, and mental health.

Goal 4:

(Goal 4: Action 1) - Professional Learning Vision- To provide staff a professional learning vision and calendar that communicates our goals, the why, and the how. In the end, this PL vision will support social-emotional learning to support students and academic success. These services are principally directed and are an effective use of funds, targeting our low-income, EL, SED, and SPED and all students in meeting our goals.

(Goal 4: Action 2) - Instructional Support Team - To provide well-trained teachers who are equipped with supporting other teachers with coaching, mentoring, inductions, and professional learning. This service is effective in meeting our needs of decreasing disproportionality of achievement within our student population.

(Goal 4: Action 3) - Anti-bias/Anti-racism Professional Learning- To provide staff professional learning opportunities that promote anti-racism, cultural awareness, and implicit bias understand which will support students with wellness and academic success. These services are principally directed and are an effective use of funds, targeting our low-income, EL, SED, and SPED and all students in meeting our goals.

(Goal 4: Action 6) - Collaboration - Provide time for teachers to work collaboratively to analyze student work, discuss strategies and interventions to support students' wellness and achievement. These services are principally directed and are an effective use of funds, targeting our low-income, EL, SED, and SPED and all students in meeting our goals.

(Goal 4: Action 8) - Curriculum Institute (CI) - To provide teachers opportunity to attend conferences, workshops, and work collaboratively over the support to support student s wellness and achievement. These services are principally directed and are an effective use of funds, targeting our low-income, EL, SED, and SPED and all students in meeting our goals.

(Goal 4: Action 10) - Professional Learning specific to instruction for English Learners- To support our RFEP students in general education classes, provide, training, tools, time, and other resources for teachers to support these students' academic achievement. These services are principally directed and are an effective use of funds, targeting our low-income, foster youth, EL, and all students in meeting our goals.

(Goal 4: Action 11) - Culturally Relevant Education - To provide and use resources (text, curriculum, pedagogy) the is culturally relevant to a diverse group of students. These services are principally directed and are an effective use of funds, targeting our low-income, foster youth, EL, and all students in meeting our goals.

(Goal 4: Action 12) - Special Education Collaboration - To support our co-taught classes and teachers in training, collaboration/planning time, and result in strengthening student support and achievement. These services are principally directed and are an effective use of funds, targeting our SPED and all students in meeting our goals.

Our actions and expenditures of funds marked as contributing to increased or improved services were developed focusing on teacher professional learning to strengthen their understanding, tools, and strategies to support our EL, FY, and LI students.

All actions and expenditures of funds marked as contributing to increased or improved services were developed focusing on the needs, conditions, or circumstances of our unduplicated population to further provide the support that best meets the identified need. All actions were developed using careful analysis of data and input from our stakeholders. These contributing actions are principally directed toward our unduplicated student population to help MVLA to be effective in meeting the LCAP goals and the identified needs of the unduplicated student groups.

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

MVLA is required to increase or improve services for EL, Foster Youth, and Low-Income students by 3.04% which is equal to \$1,337,758 as shown above. This increased percentage is met by actions and services included in the LCAP. The following actions described above are increased or improved and meet and/or exceed the totality of the required percentage increase as compared to services for all students.

To summarize, for our Foster Youth, we have at-risk counselors work specifically with Foster Youth students, monitoring academic progress and connecting the students and their guardians with resources and supports within the school district and the community. In addition, specific liaisons work in the Student Services department to support parents and guardians when additional resources are needed. For our English learners are provided targeted support through our ELD program as well as the various professional development offerings that provide teachers with tools and strategies to support EL learners. In addition, parent communication, engagement, and trainings specifically for our English learners support their understanding of the education process.

For our low-income students, we are support teachers with professional learning to support belonging and Response to Intervention (RtI) strategies the will help engage ad connect with our students. In addition, we will provide a social worker that can assist in support the family with additional resources.

Total Expenditures Table

| LCFF Funds | Other State Funds | Local Funds | Federal Funds | Total Funds |
|----------------|-------------------|--------------|---------------|----------------|
| \$7,029,654.00 | \$931,000.00 | \$130,000.00 | \$51,000.00 | \$8,141,654.00 |

| Totals: | Total Personnel | Total Non-personnel |
|---------|-----------------|---------------------|
| Totals: | \$6,662,900.00 | \$1,478,754.00 |

| Goal | Action # | Student Group(s) | Title | LCFF Funds | Other State Funds | Local Funds | Federal Funds | Total Funds |
|------|----------|--|---|--------------|-------------------|--------------|---------------|--------------|
| 1 | 1 | All | High Quality Credentialed Teachers | | | | | \$0.00 |
| 1 | 2 | English Learners Foster Youth Low Income | Access to technology | \$125,000.00 | | \$125,000.00 | | \$250,000.00 |
| 1 | 3 | Students with Disabilities | Inclusive Classrooms | \$345,600.00 | | | | \$345,600.00 |
| 1 | 4 | English Learners Foster Youth Low Income | Academic and Career Counseling | | | | | \$0.00 |
| 1 | 5 | English Learners Foster Youth Low Income | Credit Recovery Options | \$949,000.00 | | | | \$949,000.00 |
| 1 | 6 | English Learners Foster Youth Low Income | Exam Fee Support | | | \$5,000.00 | | \$5,000.00 |
| 1 | 7 | English Learners Foster Youth Low Income | Course team/department-level data-based decision-making | \$20,000.00 | | | | \$20,000.00 |
| 1 | 8 | English Learners Foster Youth Low Income | Intervention services | \$230,400.00 | | | | \$230,400.00 |
| 1 | 9 | English Learners Foster Youth Low Income | Open Access | | | | | \$0.00 |

| Goal | Action # | Student Group(s) | Title | LCFF Funds | Other State Funds | Local Funds | Federal Funds | Total Funds |
|------|----------|--|--|----------------|-------------------|-------------|---------------|----------------|
| 1 | 10 | English Learners | ELs at LAHS | \$76,800.00 | | | | \$76,800.00 |
| 1 | 11 | English Learners Foster Youth Low Income | Extended Learning Programs | | \$20,000.00 | | | \$20,000.00 |
| 1 | 12 | English Learners Foster Youth Low Income | Culturally Relevant Education | \$25,000.00 | | | | \$25,000.00 |
| 1 | 13 | All | CTE | \$1,920,000.00 | \$212,000.00 | | \$51,000.00 | \$2,183,000.00 |
| 1 | 14 | English Learners | Newcomer Academy | \$120,000.00 | | | | \$120,000.00 |
| 1 | 15 | English Learners Foster Youth Low Income | At-risk counselor | \$260,000.00 | | | | \$260,000.00 |
| 2 | 1 | All | Strengthen ongoing collaboration with Partner District | \$15,000.00 | | | | \$15,000.00 |
| 2 | 2 | Students with Disabilities | Promote parent participation of individuals with exceptional needs | \$5,000.00 | | | | \$5,000.00 |
| 2 | 4 | All | Community Outreach Specialist | \$255,000.00 | | | | \$255,000.00 |
| 2 | 5 | English Learners Low Income | LatinX engagement | \$25,000.00 | | | | \$25,000.00 |
| 2 | 6 | All | Increase Parent Involvement at the district and site level | \$10,000.00 | | | | \$10,000.00 |
| 2 | 7 | All | Outreach and communications | \$44,754.00 | | | | \$44,754.00 |
| 2 | 8 | English Learners Foster Youth Low Income | Student involvement | \$4,000.00 | | | | \$4,000.00 |
| 2 | 9 | All Students with Disabilities | NA | | | | | |
| 3 | 1 | All | Professional Development on SEL | \$8,000.00 | | | | \$8,000.00 |
| 3 | 2 | All | Clinical counselors | \$1,111,000.00 | | | | \$1,111,000.00 |
| 3 | 3 | All | In-take Coordinator | \$250,000.00 | | | | \$250,000.00 |
| 3 | 4 | English Learners | Intervention and Supports specific to English Learners | | \$162,000.00 | | | \$162,000.00 |
| 3 | 5 | All | Parent Engagement | \$13,000.00 | | | | \$13,000.00 |

| Goal | Action # | Student Group(s) | Title | LCFF Funds | Other State Funds | Local Funds | Federal Funds | Total Funds |
|------|----------|--|---|--------------|-------------------|-------------|---------------|--------------|
| 3 | 7 | English Learners Foster Youth Low Income | NA | | | | | |
| 3 | 8 | All | Campus | | \$8,000.00 | | | \$8,000.00 |
| 3 | 9 | All | Gender Support Plan | | \$5,000.00 | | | \$5,000.00 |
| 3 | 10 | English Learners Foster Youth Low Income | Intervention Pathways | | \$5,000.00 | | | \$5,000.00 |
| 3 | 11 | All | Crisis Response Protocols | \$8,000.00 | | | | \$8,000.00 |
| 3 | 12 | English Learners Foster Youth Low Income | Inclusion Activities | \$200,000.00 | | | | \$200,000.00 |
| 3 | 13 | English Learners Foster Youth Low Income | Bus Passes | \$5,000.00 | | | | \$5,000.00 |
| 4 | 1 | English Learners Foster Youth Low Income | Professional Learning Vision | | \$1,000.00 | | | \$1,000.00 |
| 4 | 2 | English Learners Foster Youth Low Income | Instructional Support Team | \$811,000.00 | | | | \$811,000.00 |
| 4 | 3 | English Learners Foster Youth Low Income | Anti-bias/Anti-racism Professional Learning | | \$100,000.00 | | | \$100,000.00 |
| 4 | 4 | Students with Disabilities | Partner-school collaboration | | \$10,000.00 | | | \$10,000.00 |
| 4 | 5 | Students with Disabilities | Continued PD | | \$60,000.00 | | | \$60,000.00 |
| 4 | 6 | English Learners Foster Youth Low Income | Collaboration | | \$15,000.00 | | | \$15,000.00 |
| 4 | 7 | Students with Disabilities | SPED and Wellness | | \$13,000.00 | | | \$13,000.00 |
| 4 | 8 | All | Curriculum Institute (CI) | | \$170,000.00 | | | \$170,000.00 |

| Goal | Action # | Student Group(s) | Title | LCFF Funds | Other State Funds | Local Funds | Federal Funds | Total Funds |
|------|----------|--|--|--------------|-------------------|-------------|---------------|--------------|
| 4 | 9 | All | Classified Professional Development Plan. | \$5,000.00 | | | | \$5,000.00 |
| 4 | 10 | English Learners Foster Youth Low Income | Professional Learning specific to instruction for English Learners | \$25,000.00 | \$25,000.00 | | | \$50,000.00 |
| 4 | 11 | English Learners Foster Youth Low Income | Culturally Relevant Education | \$125,000.00 | \$125,000.00 | | | \$250,000.00 |
| 4 | 12 | Students with Disabilities | Special Education Collaboration | \$38,100.00 | | | | \$38,100.00 |

Contributing Expenditures Tables

| Totals by Type | Total LCFF Funds | Total Funds |
|--------------------------|------------------|----------------|
| Total: | \$3,001,200.00 | \$3,584,200.00 |
| LEA-wide Total: | \$2,804,400.00 | \$3,387,400.00 |
| Limited Total: | \$0.00 | \$0.00 |
| Schoolwide Total: | \$196,800.00 | \$196,800.00 |

| Goal | Action # | Action Title | Scope | Unduplicated Student Group(s) | Location | LCFF Funds | Total Funds |
|------|----------|---|----------|--|-------------|--------------|--------------|
| 1 | 2 | Access to technology | LEA-wide | English Learners Foster Youth Low Income | All Schools | \$125,000.00 | \$250,000.00 |
| 1 | 4 | Academic and Career Counseling | LEA-wide | English Learners Foster Youth Low Income | | | \$0.00 |
| 1 | 5 | Credit Recovery Options | LEA-wide | English Learners Foster Youth Low Income | | \$949,000.00 | \$949,000.00 |
| 1 | 6 | Exam Fee Support | LEA-wide | English Learners Foster Youth Low Income | | | \$5,000.00 |
| 1 | 7 | Course team/department-level data-based decision-making | LEA-wide | English Learners Foster Youth Low Income | | \$20,000.00 | \$20,000.00 |
| 1 | 8 | Intervention services | LEA-wide | English Learners Foster Youth Low Income | | \$230,400.00 | \$230,400.00 |
| 1 | 9 | Open Access | LEA-wide | English Learners Foster Youth Low Income | | | \$0.00 |

| Goal | Action # | Action Title | Scope | Unduplicated Student Group(s) | Location | LCFF Funds | Total Funds |
|------|----------|--|------------|--|--|--------------|--------------|
| 1 | 10 | ELs at LAHS | Schoolwide | English Learners | Specific Schools: LAHS | \$76,800.00 | \$76,800.00 |
| 1 | 11 | Extended Learning Programs | LEA-wide | English Learners Foster Youth Low Income | | | \$20,000.00 |
| 1 | 12 | Culturally Relevant Education | LEA-wide | English Learners Foster Youth Low Income | | \$25,000.00 | \$25,000.00 |
| 1 | 14 | Newcomer Academy | Schoolwide | English Learners | All Schools Specific Schools: MVHS | \$120,000.00 | \$120,000.00 |
| 1 | 15 | At-risk counselor | LEA-wide | English Learners Foster Youth Low Income | | \$260,000.00 | \$260,000.00 |
| 2 | 5 | LatinX engagement | LEA-wide | English Learners Low Income | | \$25,000.00 | \$25,000.00 |
| 2 | 8 | Student involvement | LEA-wide | English Learners Foster Youth Low Income | | \$4,000.00 | \$4,000.00 |
| 3 | 4 | Intervention and Supports specific to English Learners | LEA-wide | English Learners | All Schools | | \$162,000.00 |
| 3 | 7 | NA | LEA-wide | English Learners Foster Youth Low Income | | | |
| 3 | 10 | Intervention Pathways | LEA-wide | English Learners Foster Youth Low Income | | | \$5,000.00 |
| 3 | 12 | Inclusion Activities | LEA-wide | English Learners Foster Youth Low Income | | \$200,000.00 | \$200,000.00 |
| 3 | 13 | Bus Passes | LEA-wide | English Learners Foster Youth Low Income | | \$5,000.00 | \$5,000.00 |

| Goal | Action # | Action Title | Scope | Unduplicated Student Group(s) | Location | LCFF Funds | Total Funds |
|------|----------|--|----------|--|----------|--------------|--------------|
| 4 | 1 | Professional Learning Vision | LEA-wide | English Learners Foster Youth Low Income | | | \$1,000.00 |
| 4 | 2 | Instructional Support Team | LEA-wide | English Learners Foster Youth Low Income | | \$811,000.00 | \$811,000.00 |
| 4 | 3 | Anti-bias/Anti-racism Professional Learning | LEA-wide | English Learners Foster Youth Low Income | | | \$100,000.00 |
| 4 | 6 | Collaboration | LEA-wide | English Learners Foster Youth Low Income | | | \$15,000.00 |
| 4 | 10 | Professional Learning specific to instruction for English Learners | LEA-wide | English Learners Foster Youth Low Income | | \$25,000.00 | \$50,000.00 |
| 4 | 11 | Culturally Relevant Education | LEA-wide | English Learners Foster Youth Low Income | | \$125,000.00 | \$250,000.00 |

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.