Local Control Accountability Plan

The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

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Plan Summary [2021-22]

General Information

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

The Mountain View Whisman School District (MVWSD) serves a diverse group of students with the goal of having "Every student, family, staff, and community member engaged and committed to learning in a collaborative, diverse and innovative partnership." Our student population includes 19% English Language Learners (ELLs) and 68% are classified as Socio-Economically Disadvantaged. Our Local Control Funding Formula unduplicated count (count of pupils who (1) are English learners, (2) meet income or categorical eligibility requirements for free or reduced-price meals under the National School Lunch Program, or (3) are foster youth) is 35%. Seventy-three percent of our ELL students speak Spanish, but the District also has students who speak many other languages including Russian, Mandarin, and Japanese. Our student population is made up of many ethnicities with the majority of our students, 36% identifying as Hispanic/Latino, 27% White, 21% Asian, 1.0% African American, 2.0% Filipino, and 13.0% are listed as Multiple. MVWSD serves approximately 5,000 students Pre-K through 8th grade at 11 quality schools: 9 elementary schools (including two choice programs) and 2 middle schools.

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 students meeting or exceeding standard on the California Assessment of Student Performance and Progress (CAASPP) in spring 2019 increased by 3 percentage points in English Language Arts and maintained from spring 2018 in math. In addition All subgroups with the exception of our White group demonstrated gains in ELA over 2017-18.
Reclassified Fluent English Proficient (RFEP) +3
English Learner (EL) +2
Socioeconomically Disadvantaged (SED) +3
Students with Disabilities (SWD) +2

Asian +3
Hispanic/Latino +5
White -1
Subgroups were fairly flat in math over spring 2018 with only Asian students gaining 2 percentage points.

The District had the following overall ratings on the California Dashboard in December 2019:
English Language Arts (ELA) - Blue
Math - Blue
Chronic Absenteeism - Yellow
Suspensions - Green
All local indicators were "met".

The District improved from green ratings to blue ratings in both ELA and Math and maintained its' green rating for suspensions.
The following groups improved from orange to yellow ratings on the California Dashboard in English Language Arts: English Language Learners, Hispanic/Latino, Homeless, and Socio- Economically Disadvantaged. Students with Disabilities improved from red to yellow.   The District had no subgroups in red or orange in English Language Arts on the 2019 California Dashboard .
In mathematics African American students improved from orange to green, Filipino students from green to blue and Students with Disabilities from orange to yellow. Students with Disabilities, and homeless students moved to yellow. The District had no subgroups in red in mathematics.

In the area of Chronic Absenteeism the District's overall rating is yellow.   The only subgroups in blue or green are Asian, Hispanic/Latino, and White students.

In the area of Suspensions, the District's overall rating was green. While no subgroups are in red or orange, 4 are in yellow: Homeless students, Socioeconomically Disadvantaged students, Hispanic/Latino students and students that identify as two or more races.

Data from the District iReady Diagnostic 2 assessments in 2020-21 indicate that overall students are making progress in reading and mathematics. In reading the percentage of students in Tier 1 (on or above grade level) increased from 57% to 64% and the percentage of students in Tier 3 (2 or more grade levels below) decreased from 18% to 16%. In Math the percentage of students in Tier 1 (on or above grade level) increased from 48% to 57% and the percentage of students in Tier 3 (2 or more grade levels below) decreased from 18% to 16%.   English Learners, Students with Disabilities and Socioeconomically Disadvantaged Students all made growth from Diagnostic 1 to Diagnostic 2 in 2020. Additionally, when comparing growth from Diagnostic 2 in 2019 and Diagnostic 2 in 2020, these same subgroups had higher percentages of students in Tier 1 (on or above grade level) in 2020. It is important to note that results are from assessments given during distance learning so results could be impacted by outside factors like technology glitches, unstable internet and/or support from adults during the assessments among other things.

The 2021-24 LCAP was developed in tandem with the District's new Strategic Plan 2027. The Strategic Plan and LCAP are focused on equitable outcomes for students.

Stakeholder input from parents, staff and students make the continuation of the District Response to Instruction initiative a priority in order to support continued achievement for students at all academic levels including those that need additional intervention or remediation and those that need extra extension and enrichment. The District has been particularly focused and will continue to support Students with Disabilities through co-teaching and intensive reading curriculum and student outcomes are improving for this group of students.
The District continues to offer a variety of professional development for all staff and continues the practice of having instructional coaches.

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.

On the December 2019 California Dashboard the District's overall rating in ELA was blue. While no subgroups were in red or orange, the following subgroups were 2 levels below the District's overall level and have yellow ratings: English Language Learners, Homeless students, Socioeconomically Disadvantaged students, Students with Disabilities, African American students and Hispanic/Latino students.
In Math, the District's overall rating was blue. While no subgroups were in red, the following subgroups were 3 levels below the District's overall level and have orange ratings: English Language Learners, Socioeconomically Disadvantaged students, and Hispanic/Latino students.   Additionally, the following subgroups were 2 levels below the District's overall rating and have yellow ratings: Homeless students and Students with Disabilities.

To support students in achieving higher levels of proficiency in English Language Arts and mathematics the District is implementing a variety of actions including the following:
Instructional Coaches (Goal 1, Action 1):   The District will provide 1.0 FTE Instructional coach for each elementary school and 1.0 FTE instructional coach for each of the following subjects in middle school: Social Studies, Science, English Language Arts and mathematics. The two middle schools will share these coaches. This represents an increase in FTE from the 2020-21 school year where most schools only had a 0.5 FTE instructional coach.

Response to Instruction (Goal 1, Action 5): Implement and refine the District's Response to Instruction Plan. At the elementary level, each site has dedicated STEAM teachers that provide instruction to students and allow classroom teachers to work with small groups of students to meet intervention or enrichment needs. At the middle school level, students who need intervention are given an RTI period in their schedule.

Co-Teaching (Goal 1, Action 16): The District will continue to implement co-taught classes in English Language Arts and mathematics at both middle schools as well as in grades 4 and 5 at Landels Elementary School. The District will expand co-teaching to specific grade levels at Castro Elementary School.

Intensive Reading Instruction and Curriculum (Goal 1, Action 17): The District will expand and provide an intensive reading curriculum to all schools to better support students with building foundational reading skills with a focus on Students with Disabilities.   The curriculum will be taught at least three days per week.

Multi-Tiered System of Support (MTSS) (Goal 1, Action 18):   Over the course of the 2021-22 school year a MTSS planning team will design the framework for the District's MTSS system. While this action will not directly impact students in 2021-22 it will begin impacting our students in the 2022-23 school year and is a critical step toward improving outcomes for all students.

Equity Seminars (Goal 1, Action 19): The district is engaging all student-facing teachers and staff in a series of workshops designed to increase knowledge related to the topic of Equity. Teachers and student-facing staff engage in approximately five hour-long workshops each academic year on topics including Anti-Racism in Education, Anti-Bias Teaching, Facilitating Critical Conversations, Examining Privilege, and Teaching Social Justice. These workshops are compulsory for staff and are designed to promote critical reflection and analysis on the praxis of teaching and learning as seen through an Equity lens.

In the area of Chronic Absenteeism the District's overall rating is yellow, While there are no subgroups in red, the following are in orange: English Language Learners, Homeless students, African American students, and Students with Disabilities.

In the area of Chronic Absenteeism the District's overall rating is yellow, While there are no subgroups in red, the following are in orange: English Language Learners, Homeless students, African American students, and Students with Disabilities.

In the area of suspensions, the District's overall rating is green. While there are no subgroups in red or orange the following are in yellow: Homeless students, Socioeconomically Disadvantaged students, Hispanic/Latino students and student who identify as Two or more races.

To reduce Chronic Absenteeism, Truancy and Suspensions the District will implement a variety of actions to re-engage students and help parents understand the importance of regular school attendance. Highlights include:
At Risk Supervisors (Goal 2, Action 1): Hire 7.0 FTE At-Risk Supervisors for the District schools with significant populations of target students. At-Risk Supervisors work directly with at-risk students and parents to provide support and interventions as needed.

Attendance Practices (Goal 2, Action 2): The District will Communicate the importance of attendance in school and District newsletters and websites, review attendance data monthly with site administrators at monthly Leadership meetings, implement the District's re-engagment protocol after students have 3 unexcused absences or have missed 10% of the school days due to excused or unexcused absences and implement School Attendance Review Team (SART) and District School Attendance Review Board (SARB) protocols.

Develop a plan of action for Social Emotional Learning (Goal 2, Action 8): In the 2021-22 school year the District will develop districtwide learning targets for student Social emotional learning competencies and begin the process of adopting a social emotional learning curriculum.

Suspension Rates (Goal 2, Action 7): The District will review discipline data monthly at Leadership Team meetings, review and revise alternatives to suspension menu to ensure trauma-informed and positive behavioral supports and train administrators as needed and continue to provide training for site administrators and support staff to accurately enter office referrals and discipline data into PowerSchool.

LCAP Highlights

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

Working closely with stakeholders throughout the District to develop the 2021-24 LCAP and Strategic Plan 2027 five goals have been identified for focus within the next three years to improve outcomes for all students. These goals are directly aligned to the goal areas in Strategic Plan 2027 to ensure that the District's work is transparent, aligned and targeted. The focus of both plans is on improving outcomes for students through implementing intentional and equitable actions.

Goal 1: Develop and implement effective and consistent instructional practices that meet the needs of all students. State Priority 2, 4, and 7 and 8 and Strategic Plan Goal Area 1 - Twenty-two Actions or Services

Highlights include continuing to have Instructional Coaches at all school sites to support teachers in improving instructional practices (Goal 1, Action 1), continuing with Response to Instruction where at the elementary level, each site has dedicated STEAM teachers that provide instruction to students and allow classroom teachers to work with small groups of students to meet intervention or enrichment needs. At the middle school level, students who need intervention are given an RTI period in their schedule (Goal 1, Action 5).

The District will be continuing and expanding Co-Teaching and purchasing and implementing Intensive Reading Instruction and Curriculum (Goal 1, Action 17) and will be developing the framework for a Multi-Tiered System of Support (MTSS). Over the course of the 2021-22 school year a MTSS planning team will design the framework for the District's MTSS system. While this action will not directly impact students in 2021-22 it will begin impacting our students in the 2022-23 school year and is a critical step toward improving outcomes for all students (Goal 1, Action 18).

Additionally, the district is engaging all student-facing teachers and staff in a series of Equity Seminars designed to increase knowledge related to the topic of Equity. Teachers and student-facing staff engage in approximately five hour-long workshops each academic year on topics including Anti-Racism in Education, Anti-Bias Teaching, Facilitating Critical Conversations, Examining Privilege, and Teaching Social Justice. These workshops are compulsory for staff and are designed to promote critical reflection and analysis on the praxis of teaching and learning as seen through an Equity lens (Goal 1, Action 19)

Goal 2: Develop and implement programs and processes to equitably and effectively support students' social-emotional health and behavior. State Priorities 5 and 6 and Strategic Plan Goal Area 2 - Nine Actions or Services

Highlights include continuing to have At Risk Supervisors at District schools with significant populations of target students. At-Risk Supervisors work directly with at-risk students and parents to provide support and interventions as needed (Goal 2, Action 1) and actions to adopt a Social Emotional Learning Curriculum (Goal 2, Action 8) and to develop and Implement a Whole School, Whole Community, Whole Child Model to ensure that every young person in every school is healthy, safe, engaged, supported, and challenged (Goal 2, Action 9).

Goal 3: Cultivate and maintain an inclusive and welcoming culture that acknowledges, embraces, and empowers all stakeholders. State Priority 3 and Strategic Plan Goal Area 3 - Seven Actions or Services

Highlights of Goal 4 include the development of a Community Equity Framework that will be used as a tool to support the District to build habits of practice to increase inclusivity (Goal 3, Action 6), the creation of a District Equity Advisory Committee (DEAC). The goal of the District Equity Advisory Committee (DEAC) is to help facilitate community members in providing meaningful feedback to the Superintendent on how to support MVWSD towards achieving its goals of becoming a more equitable and inclusive school district (Goal 3, Action 3) and continuing to have School and Community Engagement Facilitators at sites to act as the liaison between students, staff, and parents to remove barriers to improve student learning and achievement (Goal 3, Action 1).   The District is also working on developing policies to ensure that all students have equitable access to choice schools and that demographics at our choice school mirror those of our District (Goal 3, Action 7).

Goal 4: Develop and Implement policies and practices to support and retain effective and engaged employees. State Priority 1 and Strategic Plan Goal Area 4 Four - Actions or Services

Highlights of Goal 4 include developing and consistently implementing district-wide policies and practices that focus on retention, differentiation, and ongoing support for staff (Goal 5, Action 2)

Goal 5: Develop and implement plans and protocols to ensure the equitable distribution of resources that support student success. State Priority 1 Strategic Plan Goal Area 5 -   Six Actions or Services

Highlights of Goal 5 include MVWSDConnect (Goal 5, Action 3) the District's project to ensure all students have access to the Internet at home. The District is investing in CBRS equipment in order to extend the range of the District's network as much as 3/4 of a mile from the school site allowing students to access the Internet from their home and Ensuring that every child that needs food has the opportunity for a nutritionally balanced daily meal (Goal 5, Action 5).

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.

No schools in the Mountain View Whisman School District are identified for comprehensive support and improvement.

Support for Identified Schools

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

No schools in the Mountain View Whisman School District are identified for comprehensive support and improvement.

Monitoring and Evaluating Effectiveness

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

No schools in the Mountain View Whisman School District are identified for comprehensive support and improvement.

Stakeholder Engagement

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

In fall of 2020, MVWSD began the process of developing the 2021-2024 Local Control Accountability Plan (LCAP).   The LCAP is being developed in tandem with the District's new Strategic Plan 2027 (SP2027). The new six-year SP2027, will align with two cycles of the District's LCAP to ensure that district initiatives and work is aligned, focused and targeted. Both SP2027 and the LCAP will build on and expand the former plans' successes and areas of need for students and will incorporate lessons learned from the Learning Continuity and Attendance Plan (LCP).

The development process began in fall 2020.   MVWSD conducted a district wide survey to learn about what stakeholders felt were assets and opportunities for MVWSD. There were one thousand thirty-four respondents to the survey including;
892 Parents
183 Teachers/Certificated Staff
122 Classified Staff
83 Students
50 Site administrators/classified management
19 community members

The District then facilitated input sessions in districtwide groups for including:
Parent Teacher Association (PTA) leaders
District English Learner Advisory Committee (DELAC)
District Advisory Council (DAC)
Members of the Board of Trustees

A strategy session was held on Saturday, September 26, 2020 with 60 representative stakeholders including parents, board members, teachers, classified staff, school administrators and district leaders to review data collected and gather additional feedback on the focus areas for both SP2027 and the LCAP.

On October 1, 2020 the District reported to the Board of Trustees on the framework for SP2027 including the major goal areas and general outcomes and themes for each. Throughout the month of October, parents and staff were then given the opportunity to provide feedback on the goal areas, outcomes and themes during school meetings including School Site Council (SSC), Parent Teacher Association (PTA), and English Learning Advisory Council (ELAC), The District did an additional survey of all stakeholders about potential changes they'd like to see in the framework and solicited feedback from District groups including PTA leaders, DELAC, and DAC, The Identified goal areas and objectives and outcomes for SP 2027 were approved by Board of Trustees on November 19, 2020. The goal areas are the foundation for the District's five broad goals in the LCAP.

On January 21, 2021 the District updated the Board of Trustees on the progress on SP 2027 and the LCAP and gave a timeline and upcoming steps for completion. The presentation used for the Board of Trustees was then shared with District and sites stakeholder groups. At each meeting time was provided for stakeholders to take the District's LCAP/Climate survey that will provide additional feedback to the District on the development of SP2027 and LCAP.   Dates of these meetings are as follows:

DELAC: 2/8/21

DAC: 1/20/21

Bubb Elementary School

ELAC: 2/2/21, PTA: 1/27/21, Principal's Coffee: 1/28/21, SSC: 2/2/21, Certificated and Classified Staff: 2/3/21, Students: 1/25/21, 1/29/21, 2/1/21

Castro Elementary School

ELAC: 2/9/21, Principal's Coffee: 1/26/21 SSC: 1/26/21, Certificated and Classified Staff: 2/3/21 Students: Week of 2/1/21

Crittenden Middle School

ELAC:1/27/21, PTA: 2/2/21 SSC/Parent Coffee: 2/3/21, Certificated and Classified Staff: 2/3/21 Students: 2/11/21

Graham Middle School

ELAC: 2/3/21 PTA: 2/2/21, SSC: 1/29/21, Certificated and Classified Staff: 1/27/21 Students: 1/27/21

Huff Elementary School

ELAC: 1/26/21 PTA: 2/3/21 SSC:1/27/21, Certificated and Classified Staff: 2/3/21 Students: 2/4/21 and 2/5/21

Landels Elementary School

ELAC: 2/8/21, PTA:1/20/21, SSC:1/25/21, Certificated and Classified Staff: 1/27/21

Students: 1/29/21

Mistral Elementary School

ELAC: 1/28/21 PTA: 2/10/21, Principal's Coffee: 2/9/21 SSC: 1/28/21, Certificated and Classified Staff: 2/3/21 Students: 2/4/21 and 2/5/21

Monta Loma Elementary School

ELAC: 1/28/21 PTA: 1/22/21 SSC: 1/21/21 and 2/11/21 Certificated and Classified Staff: 1/27/21 Students: 2/1/21 through 2/5/21

Stevenson Elementary School

ELAC: 1/27/21 PTA: 2/9/21, SSC: 1/27/21, Certificated and Classified Staff: 2/3/21, Students: 2/3/21

Theuerkauf Elementary School

ELAC: 2/10/21, PTA:1/29/21, SSC: 2/9/21, Certificated and Classified Staff: 1/27/21 Students: 2/1/21 through 2/5/21

Vargas Elementary School

ELAC: 2/5/21, PTA: 1/27/21, SSC: 2/3/21 Certificated and Classified Staff: 2/3/21 Students: 1/25/21 through 1/29/21

The LCAP/Climate survey was open to stakeholders from January 25, 2021 through February 12, 2021. The Survey was sent out in English and Spanish and paper copies were available upon request. The District received 3,820 total responses to the survey. The breakdown is as follows:

Parents: 1,187

Staff: 513

Students grades 4 - 8: 2,120

MVWSD has been partnering with Hanover Research to conduct the survey each year since 2016. With only minor changes to the survey each year Hanover performs cross-tabulations of survey results across years (2016, 2017, 2018, 2019, 2020, and 2021) and highlights statistically significant and meaningful differences across years. This is very important as the District creates the LCAP.

As the District worked to analyze data and continued work on SP2027 and the LCAP additional feedback sessions were held with District stakeholder groups in May to review the major goals, actions and services in the LCAP and highlight the alignment to SP2027. The LCAP was reviewed by representatives from the SELPA on May 12, 2021. Representatives agreed that many actions and services outlined in the LCAP were effective practices to support Students with Disabilities.

Additionally, MVWSD posted the LCAP for public comment on the website with the supporting presentation to encourage additional feedback. Written responses were provided to members of the District Advisory groups members of the community who provided input. The Dates for the meetings were as follows:
DELAC: May 10, 2021
DAC: May 19, 2021
Posting for public comment: May 18, 2021

Written responses were provided on the following dates and posted on the District's website.
DELAC: May 18, 2021
DAC: May 24, 2021
Responses to public comment - there were no comments made through the District website so no written responses were required.

On June 3, 2021 the LCAP was presented for public hearing and final feedback from the Board of Trustees and members of the public. The District received 1 comment during the public hearing and a written response was sent to the commenter.
On June 17, 2021 the LCAP was presented for approval.

The Board of Trustees approved the LCAP on June 17, 2021.

A summary of the feedback provided by specific stakeholder groups.

Feedback from the initial stakeholder survey and facilitated input sessions in Fall 2020 indicated that MVWSD had many assets and opportunities to improve. Over 40% of respondents strongly agreed that MVWSD has effective teachers and students feel supported by adults at their school. Additionally, respondents felt that schools were safe and facilities were well maintained and students had appropriate access to technology. Over 30% of respondents agreed that opportunities for improvement included the need for adjustments to better prepare students for high school and to provide equitable access to school district resources. Additionally, respondents agreed that more professional development was needed for teachers and more resources were needed to meet individual student needs.

Feedback from the Stakeholder input session on September 26, 2021 was varied and the District grouped the feedback into five areas. The areas included the need for the following:

1.Effective and consistent instructional practices that meet the needs of all students with a focus on the following:
Culturally relevant instructional system aligned toward high school readiness
Ensuring targeted instructional opportunities that maximize learning for all students
Establishing systemic approaches for student directed learning
2. Student social-emotional health with a focus on the following:
Supporting healthy and responsible student behavior
Ensuring a consistent approach to social-emotional learning
3. Inclusive and welcoming culture with a focus on the following:
Expand and enhance opportunities for stakeholder voice
Expand and enhance culturally relevant approaches to student, parent and community engagement
Expand stakeholders' access to the systems and strategies used to support student learning.
4. Effective and engaged employees with a focus on the following:
Attract and retain diverse, quality employees
Adopt an approach to differentiated professional development for all employees that aligns with student success
Build leadership skills to support future district needs
5. Equitable distribution of resources that support student success with a focus on the following:
Ensure facilities and resources equitably serve all students
Strengthen infrastructure for flexible learning environments

The District's LCAP/Climate survey that was administered between January 25, 2021 and February 12, 2021 yielded additional data.   Key Findings are summarized below:

CONDITIONS OF LEARNING
Parents generally view their children's learning environment positively, though fewer indicate they are at least very satisfied with some elements of it. Most parents agree students are provided access to standards-aligned instructional materials (89%), that teachers have appropriate expectations of their child (86%) and they understand what the school expects from their child (85%). Still, schools have room to improve as fewer parents indicate they are very or completely satisfied with the non-academic support (54%) and quality of education (61%) their child receives.
Students indicate they are receiving a good education and are supported at school. Most report their school provides enough textbooks and other materials to students (91%), provides a good education to students (88%), and that adults at their school care about their success (85%). Schools can continue to work on their cleanliness, as only 65% of students indicate their school is clean.
Staff indicate both teachers and students have access to what they need and are comfortable at their school. In particular, 97% of staff report teachers at their school care about student success, along with 91% who say students at their school have access to necessary instructional materials.

STUDENT ACHIEVEMENT AND EDUCATIONAL EFFECTIVENESS

While parents indicate English Language Learners (ELL) are receiving the resources they need, they report other groups could use more support. Eighty percent of parents find that ELL students receive the resources they need, though fewer say the same about high performing students (57%) underperforming students (61%), and special needs students (62%).

Parents of ELL students and special needs students report most staff members are supportive of their children. In particular, 90% of parents of ELL students report teachers are very or extremely helpful when supporting their child. Almost two-thirds of parents report their children do not participate in any school-sponsored programs, though only about a third of students say the same. More students (46%) say they participate in after school clubs or activities than their parents report (23%).

Staff indicate there is room for improvement when it comes to receiving and giving feedback in schools. Only 68% indicate administrators listen to their suggestions and recommendations, and 73% say feedback they receive covers all aspects of their role. Staff are most satisfied with optional professional development or professional development through their school site as compared to offerings over distance learning. More staff report they are very or completely satisfied with professional development that is optional (46%) or provided by their school site (41%) than professional development over distance learning (27%).

21ST CENTURY SKILLS AND COLLEGE AND CAREER READINESS

Parents indicate their children could use more access to enrichment activities at school. Only 59% report their children have access to a range of enrichment activities at school.

Students report they feel they are on track for success and work in a variety of capacities at their school. Almost all indicate their school provides activities in music, art, or other languages (97%), with many also reporting they have opportunities to work on school projects that last for more than a week (92%).

Only a little more than half of staff feel students are on track for the next academic year. Only 55% report students are on track for the next academic year, and 61% say students are on track for high school.

SCHOOL ENVIRONMENT

Parents generally find their children have positive school environments, though improvements can still be made in terms of social-emotional support, extra-curricular participation, and preparation for future success. Parents agree their child trusts teachers and staff (90%), is respected (89%) and is safe at school (88%). Additionally, they believe their school wants their children to succeed (93%), and at their child's school students respect teachers and staff (91%) and students from different cultural backgrounds become friends (87%). Still, fewer say their child's school encourages students to participate in extracurricular activities (58%), offers challenging courses (60%), or prepares students for success in college or a career (65%).

Overall, students feel comfortable at their schools and supported there. Almost all students say they understand the rules at their school (97%) and they trust their teachers (95%). They also feel their school wants them to succeed (91%) and provides a well-rounded curriculum (82%). Lower percentages of students indicate their school focuses on student's character (64%) or offers challenging classes (68%).

Staff also feel their schools have a positive and fair environment. Almost all staff indicate teachers and staff encourage students on a regular basis (96%) and that their school is clean (90%). Additionally, they find school rules are fair (88%). Still, while 88% of staff believe students feel comfortable speaking to school staff, only 70% of students say the same.

ENGAGEMENT AND COMMUNICATION

Parents most frequently participate in parent conferences and Back to School Night. They also indicate high levels of satisfaction with both. Specifically, 75% say they are very or completely satisfied with parent conferences and 70% saying the same for Back to School Night. In

terms of preferred methods of communication, parents prefer e-mails or newsletters (76%) -that is also the method through which most currently receive their information (75%). Around two-thirds of parents feel they can contribute to policy and decision making within the school district. Lower percentages of parents feel Mountain View Whisman supports family participation in school decision making (64%), encourages families to engage in decision making processes (65%), or provides families with opportunities to provide input on policies and programs (67%).

While staff believe leaders at their school have the best interest of students in mind, they do not feel they themselves have a say in decision-making processes at their school or at the district level. Eighty-nine percent report leaders at their school have the best interests of students in mind. But in general, lower percentages of staff feel they have a say in decision-making at their school (58%) or district level (37%).

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

Feedback from the stakeholder input session on September 26th lead to the creation of the Framework for SP2027.   Specifically, the Framework contains five goal areas:
Goal Area #1:   Effective and consistent instructional practices that meet the needs of all students
Goal Area #2:   Student social-emotional health
Goal Area #3:   Inclusive and welcoming culture
Goal Area #4:   Effective and engaged employees
Goal Area #5:   Equitable distribution of resources that support student success

This goal areas were adjusted to become the 5 broad goals in the LCAP:
Goal 1   Develop and Implement effective and consistent instructional practices that meet the needs of all students
Goal 2   Develop and implement programs and processes to equitably and effectively support students' social-emotional health and behavior.
Goal 3   Cultivate and maintain an inclusive and welcoming culture that acknowledges, embraces, and empowers all stakeholders.
Goal 4   Develop and Implement policies and practices to support and retain effective and engaged employees.
Goal 5   Develop and implement plans and protocols to ensure the equitable distribution of resources that support student success.

Additionally, while stakeholder feedback is the foundation for the District's Strategic Plan 2027 and Local Control Accountability Plan, stakeholder feedback led directly to the following action/services in each goal area as listed below.

Goal 1
LCAP/Climate survey data indicates that 75% of parents and only 55% of staff report students are on track for the next academic year. One of the biggest actions for the 2021-22 school year is the fully develop the District's MTSS Framework (Goal 1, Action 18). The development of this Framework will allow the District to address both the academic and non-academic needs of all students. The framework will be comprehensive and detail how and when to administer support, and allow for the tools and time to implement such strategies. The District is also increasing the allocation of Instructional Coaches for 2021-22 to support teachers in improving instructional practice (Goal 1, Action 1). All elementary schools will have a 1.0 FTE coach and the two middle schools will share 4.0 FTE (1.0 English Language Arts, 1.0 Math, 1.0 Social Studies, and 1.0 Science).

Additionally, respondents from the fall survey agreed that more professional development was needed for teachers. All teachers and student facing staff will participate in a series of Equity Seminars which are delivered by the District's new Director of Equity (Goal 1, Action 9) and are designed to increase knowledge related to the topic of Equity and include the topics of Anti-Racism in Education, Anti-Bias Teaching, Facilitating Critical Conversations, Examining Privilege, and Teaching Social Justice. These workshops are compulsory for staff and are designed to promote critical reflection and analysis on the praxis of teaching and learning as seen through an Equity lens.

Goal 2
Parents who responded to the District's LCAP/Climate survey generally find their children have positive school environments, though improvements can still be made in terms of social-emotional support. Lower percentages of students indicate their school focuses on student's character (64%). The District will be working to a plan of action for social emotional learning which will include working toward adopting a curriculum (Goal 2, Action 8). Additionally, the District will be working to Develop and Implement a Whole School, Whole Community, Whole Child Model (Goal 2, Action 9). The implementation of this model help to ensure that every young person in every school in every community is healthy, safe, engaged, supported, and challenged.

Goal 3
Around two-thirds of parents who responded to the District's LCAP/Climate survey feel they can contribute to policy and decision making within the school district. Lower percentages of parents feel Mountain View Whisman supports family participation in school decision making (64%), encourages families to engage in decision making processes (65%), or provides families with opportunities to provide input on policies and programs (67%). The District will be convening a District Equity Advisory Committee (Goal 3, Action 3). The goal of the District Equity Advisory Committee (DEAC) is to help facilitate community members in providing meaningful feedback to the Superintendent on how to support MVWSD towards achieving its goals of becoming a more equitable and inclusive school district.

Additionally, the District will be working to streamline and differentiate communication streams so parents get information that more closely matches their family attributes, communication preferences and tone (Goal 3, Action 5). As the District continues to improve communication strategies, parent engagement and involvement should also increase.

Goal 4
Staff who responded to the LCAP/Climate survey indicate there is room for improvement when it comes to receiving and giving feedback in schools. Only 68% indicate administrators listen to their suggestions and recommendations But in general, lower percentages of staff feel they have a say in decision-making at their school (58%) or district level (37%). In the 2021-22 school year, the District will be working to refine and implement district-wide policies and practices that focus on retention, differentiation, and ongoing support for all staff members. (Goal 4, Action 2) . The District will develop District-wide hiring and onboarding teams, and develop and consistently implement an onboarding process for all new staff. Additionally, District Staff Handbooks will be created to provide consistent information about District policies and procedures.

Goal 5

Only 65% of students indicated their school is clean on the LCAP/Climate survey. The district is implementing monthly site walkthroughs for site principals with the Director of Maintenance (Goal 5, Action 1). The goal of these walkthroughs is to ensure that facilities remain clean and areas of need can be addressed in a timely manner.

Additionally, over 30% of respondents from the Fall survey agreed that opportunities for improvement included equitable access to school district resources. A team will be developing Districtwide equitable facility, technology, and student resource standards that are publicly available and shared with stakeholders (Goal 5, Action 4). The District will also be implementing MVWSDConnect (Goal 5, Action 3). MVWSDConnect is the District's project to ensure all students have access to the Internet at home. The District is investing in Citizens Broadband Radio Service CBRS equipment in order to extend the range of the District's network as much as 3/4 of a mile from the school site allowing students to access the Internet from their home.

Goals and Actions

Goal

Goal #	Description
1	Develop and Implement effective and consistent instructional practices that meet the needs of all students.

An explanation of why the LEA has developed this goal.
It is important to develop a districtwide program for culturally responsive and effective instruction that defines high quality, culturally relevant teaching strategies. Through this culturally responsive teaching we can stimulate students' cognitive development and create students that are flexible thinkers. When the tools and strategies developed blend together, they create the social, emotional, and cognitive conditions that accelerates learning for all students. Emerging findings from brain science reveal that students' cultural contexts, in particular, are fundamental to their learning. Additionally, this program will ensure a coherent approach to instruction rather than introducing a series of unrelated new instructional initiatives. This goal aligns to the District's SP2027 Goal 1 and State Priorities 2,4,7, and 8

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Decrease by 10 percentage points the number of students both overall and in significant subgroups not meeting standards in ELA on the California Assessment of Student Performance and Progress (CAASPP).	71% of students met or exceeded standards in ELA in spring 2019. The following are the percentages of students in each significant subgroup that met or exceeded standards in ELA in spring 2019: Socio Economically Disadvantaged (SED) - 44%				80% of students overall will meet or exceed standards in ELA The following are desired outcomes for students in significant subgroups: Socio Economically Disadvantaged (SED) - 60% English Language Learners (ELL) 41%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	English Language Learners (ELL) - 20% Reclassified Fluent English Proficient (RFEP) - 70% Students With Disabilities (SWD) - 25% Hispanic/Latino - 49% Asian - 90% White - 87% CAASPP Assessments were not given in Spring 2020 or 2021				Reclassified Fluent English Proficient (RFEP) - 79% Students With Disabilities (SWD) - 47% Hispanic/Latino - 63% Asian - 93% White - 90%
Decrease by 10 percentage points the number of students both overall and in significant subgroups not meeting standards in math on the California Assessment of Student Performance and Progress (CAASPP)	64% of students met or exceeded standards in math in spring 2019 The following are the percentages of students in each significant subgroup that met or exceeded standards in math in spring 2019: Socio Economically Disadvantaged (SED) - 32% English Language Learners (ELL) -18%				80% of students overall will meet of exceed standards in math The following are desired outcomes for students in significant subgroups: Socio Economically Disadvantaged (SED) - 50% English Language Learners (ELL) - 41% Reclassified Fluent English Proficient (RFEP) - 71%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Reclassified Fluent English Proficient (RFEP) - 60% Students With Disabilities (SWD) - 22% Hispanic/Latino - 36% Asian - 89% White - 84% CAASPP Assessments were not given in Spring 2020 or 2021				Students With Disabilities (SWD) - 43% Hispanic/Latino - 53% Asian - 92% White - 89%
Decrease by 10 percentage points the number of students both overall and in significant subgroups not meeting standards District iReady ELA Diagnostic 3 in May 2021	71% of students met or exceeded standards in ELA in spring 2021 on iReady Diagnostic 3. The following are the percentages of students in each significant subgroup that met or exceeded standards in ELA in May 2021: Socio Economically Disadvantaged (SED) - 37% English Language Learners (ELL) 26% Reclassified Fluent English Proficient (RFEP) - 65%				80% of students overall will meet of exceed standards in ELA. The following are desired outcomes for students in significant subgroups: Socio Economically Disadvantaged (SED) - 54% English Language Learners (ELL) -46% Reclassified Fluent English Proficient (RFEP) - 74% Students With Disabilities (SWD) - 50%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Students With Disabilities (SWD) 31% Hispanic/Latino - 41% Asian - 90% White - 84%				Hispanic/Latino - 57% Asian - 92% White - 89%
Decrease by 10 percentage points the number of students both overall and in significant subgroups not meeting standards District iReady math Diagnostic 3 in May 2021	66% of students met or exceeded standards in math in spring 2021 on iReady Diagnostic 3. The following are the percentages of students in each significant subgroup that met or exceeded standards in math in May 2021: Socio Economically Disadvantaged (SED) - 30% English Language Learners (ELL) 23% Reclassified Fluent English Proficient (RFEP) - 61% Students With Disabilities (SWD) 29% Hispanic/Latino - 34% Asian - 91% White - 80%				80% of students overall will meet of exceed standards in math. The following are desired outcomes for students in significant subgroups: Socio Economically Disadvantaged (SED) - 49% English Language Learners (ELL) -44% Reclassified Fluent English Proficient (RFEP) - 72% Students With Disabilities (SWD) - 48% Hispanic/Latino - 45% Asian - 93% White - 83%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Reclassification rate	The reclassification rate in 2021 was 16.3%				Increase the reclassification rate to 24.3%
Percentage of Long Term English Language Learners	5.3% of students were Long Term English Language Learners				Decrease the percentage of Long Term English Language Learners to 3.0%
English Learners who maintained a level 4 or gained a level on the spring 2021 ELPAC	Baseline data for this metric will not be available until summer 2021. It will be updated and added to the 2022-23 LCAP				The desired outcome will be developed and updated in the the 2022-23 LCAP.
Percentage of students who made 1 year's growth in English Language Arts based on the results of iReady assessments	55% made one year's growth in Reading				75% of students will make one year's growth.
Percentage of students who made 1 year's growth in mathematics based on the results of iReady assessments	47% made one year's growth in math				70% of students will make one year's growth.
Designated English Language Development Schedules	All English Language Learners received Designated English Language Development in the 2020-21 school year as part of regular				100% of schools will have Designated ELD outlined for all classes on their instructional schedules.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	instruction as evidenced by walkthroughs and meetings with site administrators. Having sites develop and submit formal instructional schedules for all classrooms is a new process that will be implemented in 2021-22 and baseline data will be updated in the 2021-22 LCAP				
Newcomer Plans	While the District and sites have plans for newcomers they are not formalized nor does the District have consistent criteria that must be met.				100% of schools will have consistent newcomer plans that are effective and meet District criteria.
Disproportionality - MVWSD is disproportionate within Special Education by overrepresentation of Hispanic/Latino students in the specific learning disability category.	At the end of the 2019-20 MVWSD had 50% of students identified as Hispanic/Latino also identified as having a Specific Learning Disability, thus identifying MVWSD as significantly disproportionate				Be cleared from being identified as significantly disproportionate - MVWSD will have a match in overall percentage of our Hispanic/Latino population to that identified as having a Specific Learning Disability

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Implementation of Academic Content Standards Self Reflection Tool	The State Board of Education adopted self-reflection tool for implementation of state standards was completed and approved on June 17, 2021				Yearly completion and approval of the State Board of Education adopted self-reflection tool for implementation of state standards
Implementation of Broad Course of Study Self Reflection Tool	The State Board of Education adopted self-reflection tool for a broad course of study was completed and approved on June 17, 2021				Yearly completion and approval of the State Board of Education adopted self-reflection tool for a broad course of study
The percentage of parents who agreed or strongly agreed that their child had access to a broad range of subjects on the LCAP/Climate Survey.	73% agreed or strongly agreed				Increase to 80% agree or strongly agree

Actions

Action #	Title	Description	Total Funds	Contributing
1	Instructional Coaches	Provide 1.0 FTE Instructional coach for each elementary school and 1.0 FTE instructional coach for each of the following subjects in middle school: Social Studies, Science, English Language Arts and mathematics. The two middle schools will share. Provide 1.0 FTE Districtwide technology coach.	$1,377,511.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Research indicates that coaching is an essential component of an effective professional development program. Coaching builds will, skill, knowledge, and capacity for all teachers.		
2	Data Platform - SchoolCity	Use SchoolCity to administer classroom assessments and monitor student achievement throughout and across school years. SchoolCity allows teachers to see how their students are performing and to use that information to personalize instruction and provide additional support.	$39,449.00	No
3	iReady Assessment and Instruction	Implement iReady as the District's diagnostic assessment for grades K-8 three times per year, August, December and May and provide the instructional component to all teachers to use as a supplement. These assessments help teachers identify what students know and can do in different domains to support their students' learning. Results are disaggregated after each administration, shared with the community and individual reports are sent to parents/guardians.	$188,844.00	No
4	Analyze, disaggregate, and report on student achievement data	Disaggregate and analyze student data from state and District assessments/reports using the Districts data protocol to ensure equitable access and achievement for all students with a focus on English Learners, Socio-Economically Disadvantaged students, foster youth, Students with Disabilities and other significant subgroups. Regular data analysis can help ensure that resources are spent on the areas and students where they are most needed and can have the biggest impact.	$11,860.00	No
5	Response to Instruction	Implement and refine the District's Response to Instruction Plan. At the elementary level, each site has dedicated STEAM teachers that provide instruction to students and allow classroom teachers to work with small groups of students to meet intervention or enrichment	$1,528,124.00	Yes

Action #	Title	Description	Total Funds	Contributing
		needs. At the middle school level, students who need intervention are given an RTI period in their schedule. RTI benefits students because its data-driven instruction and regular progress monitoring help tailor instruction to what students need.		
6	Summer Programming	Provide a variety of summer programs for target students to mitigate the effects of the summer slide. Summer learning can help students from Socio-Economically Disadvantaged families gain ground academically and increase opportunities to improve skill deficiencies. In Summer 2021 MVWSD will provide students access to the following programs: Elevate Math Olimpico Learning Valdes Summer Math Institute Peninsula Bridge Summer Extended School Year (ESY)	$295,000.00	No
7	Funding for the District's Title 1 School	The District will continue to allocate Title 1 funds to Mariano Castro Elementary school, the District only Title 1 school. Funds will be used to hire additional staff to support students academically and emotionally. Additional staff includes: 1 Counselor 1 additional instructional coach	$264,181.00	No
8	Targeted Student Support Funding	The District allocates each school funds to support target students - English Learners, Foster Youth and Socio-Economically Disadvantaged students. Allocations are based on each sites' unduplicated count and are used to provide supplemental programs to improve student outcomes.	$326,422.00	Yes

Action #	Title	Description	Total Funds	Contributing
9	Director of Equity	The District will have an Equity Director. The Equity Director is charged with assisting the Superintendent in the development and implementation of proactive diversity, equity, and inclusion initiatives to support the district plans. She is expected to engage classified and certificated staff, families, and students to build an inclusive environment in schools along with championing the importance and value of a diverse and inclusive environment for all who learn, work, and partner with the district. The Equity Director is also responsible for designing and implementing training initiatives on cultural competencies and other topics to increase awareness and to support the value of equity and inclusion and work collaboratively with District-level instructional leaders to support the use of culturally relevant pedagogy and practice.	$182,294.00	Yes
10	Designated English Language Development	Maintain existing Designated English Language Development expectations: 150 min/week of explicit language development time for every student, clearly outlined on each school's schedule. Designated English Language Development instruction focuses on English Learners developing the language skills needed to learn content taught in English and develop academic proficiency.	$0.00	No
11	Designated English Language Development	Provide every K-5 teacher a subscription to Reading A-Z and access to Grammar Gallery to supplement Designated English Language Development lessons. These subscriptions provide additional tools and materials teachers need to help students build their oral language, reading, and writing skills and achieve academic language proficiency.	$60,000.00	No
12	Designated English Language Development	Audit site Designated English Language Development practices to identify strengths and areas of growth and compile best features and practices across the district. This audit will enable the district to improve Designated English Language Development instruction thus improving outcomes for English Language Learners.	$0.00	No

Action #	Title	Description	Total Funds	Contributing
13	Integrated English Language Development	Teachers will Incorporate best practices for Integrated English Language Development into all subject areas, with a focus on clear evidence of lesson preparation including: 1. Content objectives 2. Language objectives 3. Check for understanding 4. Adaptation/Differentiation 5. Supplementary Materials 6. Meaningful Activities Individualized training at sites will be scheduled and provided as needed. Integrated English Language Development provides English Learners with the language they need to express their understanding of the content being taught. Integrated English Language Development is provided throughout the school day and the goal is for English Learners to learn the content and academic language used in each lesson.	$10,000.00	No
14	English Language Learners - Newcomers	Work with sites to develop and Implement improved newcomer plans that meet District criteria as well as site needs. Our schools must have detailed plans in place to ease newcomer students' initial stages of adjustment and support learning. By supporting schools to create these plans we can build upon current best practices and ensure that they are replicated to support newcomer success.	$105,000.00	No
15	Progress Monitoring	Streamline and improve the process of monitoring the progress of English Language Learners and Reclassified Fluent English Proficient students. Progress monitoring happens consistently in MVWSD although improving processes and procedures will make it easier for administrators and teachers to ensure that students are making appropriate progress in acquiring English and content proficiency.	$0.00	No

Action #	Title	Description	Total Funds	Contributing
16	Co-Teaching	The District will continue to implement co-taught classes in English Language Arts and mathematics at both middle schools as well as in grades 4 and 5 at Landels Elementary School. The District will expand co-teaching to specific grade levels at Castro Elementary School. Co-teaching allows more opportunities for small group and one-to-one learning and stronger modeling during lessons as two teachers are collaborating on lesson design.	$4,000.00	No
17	Intensive Reading Instruction	The District will expand and provide an intensive reading curriculum to all schools to better support students with building foundational reading skills with a focus on Students with Disabilities. The curriculum will be taught at least three days per week. Reading Intervention provides students with an opportunity to increase reading skills at their instructional level. A key aspect of reading intervention is developing self-esteem through acquisition of reading and writing skills and strategies. Students gain confidence and their skills improve through instruction in decoding, comprehension, writing, study skills, This action also tied to actions in the District's approved Comprehensive Coordinated Early Intervening Services (CCEIS) plan and Special Education Plan (SEP).	$50,000.00	No
18	Multi Tiered System of Support	Develop MVWSD's Multi Tiered System of Support (MTSS) to improve instruction, differentiate learning and align systems. Over the course of the 2021-22 school year a MTSS planning team will design the framework for the District's MTSS system including the following: Defining Tiers of Support Defining MTSS teams at the District and site levels Identifying assessments and data practices Standardizing student support processes Developing a menu of evidence-based interventions and curriculum at all tiers Developing an implementation and professional development plan. The development of this Framework will allow the District to address both the academic and non-academic needs of all students. The	$5,280.00	No

Action #	Title	Description	Total Funds	Contributing
		framework will be comprehensive and detail how and when to administer support and allow for the tools and time to implement such strategies. This action also encompasses actions outlined in the District's approved Comprehensive Coordinated Early Intervening Services (CCEIS) plan and Special Education Plan (SEP).		
19	Equity Seminars	The district is engaging all student-facing teachers and staff in a series of workshops designed to increase knowledge related to the topic of Equity. Teachers and student-facing staff engage in approximately five hour-long workshops each academic year on topics including Anti-Racism in Education, Anti-Bias Teaching, Facilitating Critical Conversations, Examining Privilege, and Teaching Social Justice. These workshops are compulsory for staff and are designed to promote critical reflection and analysis on the praxis of teaching and learning as seen through an Equity lens. Each workshop involves cross-collaboration between grade-levels and, through the use of a virtual presentation platform, is interactive and rich in multimedia resources and activities. These seminars are designed collaboratively by district leadership and delivered by the district's Equity Director.	$125.00	No
20	Programs to increase opportunities for underrepresented students	Develop programs to increase opportunities for underrepresented students to reach high levels of academic success. Over the course of the 2021-22 school year a planning team will design programs that will increase opportunities for underrepresented students to reach high levels of academic success. Planning includes the following steps: Conducting a needs assessment/audit Reviewing current programs and policies that may have bias or reinforce or accelerate gaps Researching best practices in meeting the needs of underrepresented students Designing a plan based on the best practices and programs and what's most appropriate and viable for MVWSD	$64,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Developing an implementation plan Data analysis indicates that the majority of our underrepresented students are not in our accelerated math pathways or achieving at the same levels as their peers. Additionally, we have systems in place that reinforce academic disparities among student groups. This action is designed to remove barriers for students and provide additional opportunities and experiences for students that are not currently available.		
21	Math Work Group	Convene a Math Work Group - A new math framework will be adopted by the California Department of Education in November 2021. This new framework may have implications for middle school math pathways and will have implications for instruction in grades TK-8. This work group will come together to review the framework and its implications and create an implementation plan for the 2022-23 school year.	$5,280.00	No
22	Coordinator of Expanded Learning	The District will hire a Coordinator of Expanded Learning to oversee the District's Expanded Learning Plan beginning in 2021-22. The plan is currently being developed and will be approved by the board at the end of May. The plan will focus on strategies in the areas of bridging the digital divide, targeting learning, extended learning and social emotional support.	$220,000.00	No

Goal Analysis [2021-22]

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

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

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

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

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

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

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

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

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

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

Goals and Actions

Goal

Goal #	Description
2	Develop and implement programs and processes to equitably and effectively support students' social-emotional health and behavior.

An explanation of why the LEA has developed this goal.

The Collaborative for Academic and Social Emotional Learning meta-analysis of 2011 indicates that Social-Emotional Learning instruction with fidelity has demonstrated an average of 11 percentage-point increase in student achievement as measured on standardized assessments. Data from the Coalition on Positive Behavior Intervention and Supports, National Center for School Mental Health, and National Center for Safe and Supportive Schools indicates school districts implementing equitable practices and processes for social-emotional and behavioral health have seen out of school and out of classroom disciplinary actions drop up to 25% of year 1 of a 5 year implementation process.

This goal is aligned to SP 2027 Goal Area 2 and State Priorities 5 and 6.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Attendance Rates	Spring 2020: District - 96.5% Bubb Elementary - 96.5% Castro Elementary - 95.4% Crittenden Middle - 96.7% Graham Middle - 96.9% Huff Elementary - 97.3% Landels Elementary - 96.5%				Maintain or increase to 97% overall and for all schools.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Mistral Elementary - 96.3% Monta Loma Elementary - 96% Stevenson Elementary - 97% Theuerkauf Elementary - 95% Vargas Elementary - 95.9%				
Chronic Absenteeism Rate	2019 California Dashboard Overall Rating - Yellow English Learners - Orange Homeless - Orange Socioeconomically Disadvantaged - Yellow Students with Disabilities - Orange African American - Orange Asian - Blue Filipino - Yellow Hispanic/Latino - Green Pacific Islander - Yellow White - Green				Maintain or increase overall rating and subgroup ratings to green or blue
Middle School Dropout Rate	0%				Maintain zero middle school dropouts

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Suspension Rates	2019 California Dashboard Overall - Green English Learners - Green Homeless - Yellow Socioeconomically Disadvantaged - Yellow Students with Disabilities - Green African American - Green Asian - Blue Filipino - Blue Hispanic/Latino - Yellow Two or More Races - Yellow White - Green				Maintain or increase overall rating and subgroup ratings to green or blue
Expulsion Rates	0%				Maintain zero expulsions
Entering Discipline Data	The error rate for entering discipline data into Powerschool was 15% at the end of 2019-20.				Decrease error rate to 9%
The percentage of students who agreed or strongly agreed that they feel safe at school on the LCAP/Climate Survey.	93% agreed or strongly agreed				Increase to 97% agree or strongly agree

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
The percentage of students who agreed or strongly agreed that adults care about their success on the LCAP/Climate Survey.	86% agreed or strongly agreed				Increase to 90% agree or strongly agree
The percentage of students who agreed or strongly agreed that my school focuses on a students character on the LCAP/Climate Survey.	65% agreed or strongly agreed				Increase to 80% agree or strongly agree
The percentage of staff who agreed or strongly agreed that students social emotional needs were met on the LCAP/Climate Survey.	76% agreed or strongly agreed				Increase to 85% agree or strongly agree
The percentage of parents who agreed or strongly agreed that their students social emotional needs were met on the LCAP/Climate Survey.	68% agreed or strongly agreed				Increase to 75% agree or strongly agree

Actions

Action #	Title	Description	Total Funds	Contributing
1	At Risk Supervisors	Hire 12.0 FTE At-Risk Supervisors for the District schools with significant populations of target students. At-Risk Supervisors work directly with at-risk students and parents to provide support and interventions as needed. They monitor students progress and connect families to community resources.	$1,031,594.00	No
2	Improving attendance	To improve attendance and decrease truancy and chronic absenteeism the district will do the following: Communicate the importance of attendance in school and District newsletters and websites Review attendance data monthly with with site administrators at monthly Leadership meetings. Implement the District's re-engagment protocol after students have 3 unexcused absences or have missed 10% of the school days due to excused or unexcused absences. Implement School Attendance Review Team (SART) and District School Attendance Review Board (SARB) protocols	$0.00	No
3	Health Wellness Committee	The District will convene a Health and Wellness Committee to align efforts to support student wellness through health education, physical education and activity, health services, nutrition services, psychological and counseling services, and a safe and healthy school environment.	$2,640.00	No
4	Partnership with Santa Clara County Behavioral Health	The District will continue to partner with the Santa Clara County Behavioral Health Department. The focus of the 2021-22 school year will be to implement the District's Suicide prevention protocols and crisis response teams.	$5,000.00	No
5	School Linked Services	The District will partner with School Linked Services to offer site specific services at Graham Middle School and Mariano Castro	$119,953.00	No

Action #	Title	Description	Total Funds	Contributing
		Elementary School to strengthen individuals, families and systems by addressing needs and risks faced by children, youth, and families.		
6	School Linked Services	The District will partner with School Linked Services to offer services to strengthen individuals, families and systems by addressing needs and risks faced by children, youth, and families.	$79,569.00	No
7	Suspensions	In order to improve suspension rates and better support students, the District will do the following: Review discipline data monthly at Leadership Team meetings. Review and revise alternatives to suspension menu to ensure trauma-informed and positive behavioral supports and train administrators as needed. Continue to provide training for site administrators and support staff to accurately enter office referrals and discipline data into PowerSchool Evidence shows suspension isn't effective in changing a student's behavior and can affect their wellbeing. A growing body of research shows suspension increases the likelihood of failing school and dropping out as well as contact with the criminal justice system	$0.00	No
8	Student Social Emotional Health	Develop a plan of action for competency-based Social Emotional Learning In the 2021-22 school year the District will go through the process of understanding the social emotional needs of students and developing a plan of action. The plan may may include beginning the process of researching, piloting and adopting a social emotional learning curriculum. This work will continue into the 2022-23 school year. Social emotional learning increases self-awareness, academic achievement, and positive behaviors both in and out of the classroom. From an academic standpoint, students who participated in social	$40,400.00	No

Action #	Title	Description	Total Funds	Contributing
		emotional learning programs saw an 11 percentage point increase in standardized test scores and better attendance.		
9	Student Social Emotional Health	Develop and Implement a Whole School, Whole Community, Whole Child Model. In the 2021-22 school year the District will go through the process developing a Whole School Whole Community, Whole Child Model (WSCC). A team will be convened and they will do the following: Complete an assessment/audit of the existing MVWSD Whole School Whole Community Whole Child (WSCC) Model components. Develop an initial MVWSD WSCC Vision Statement Develop an intersectionality collaboration plan to ensure alignment of efforts. Develop professional development and stakeholder communication plan for MVWSD WSCC Model initial implementation. Review district/system data, including student outcomes, to progress monitor initial implementation effectiveness. Review MVWSD WSCC Model for refining the Vision Statement, Intersectionality Collaboration Plan, and Professional Development Plan Research shows that the health of students is linked to their academic achievement. By working together, the various sectors can ensure that every young person in every school in every community is healthy, safe, engaged, supported, and challenged. The WSCC model accomplishes important objectives: It emphasizes the relationship between educational attainment and health, by putting the child at the center of a system designed to support both. It provides an update to the Coordinated School Health (CSH) approach to better align with the way schools function.	$8,800.00	No

Action #	Title	Description	Total Funds	Contributing

Goal Analysis [2021-22]

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

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

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

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

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

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

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

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

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

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

Goals and Actions

Goal

Goal #	Description
3	Cultivate and maintain an inclusive and welcoming culture that acknowledges, embraces, and empowers all stakeholders.

An explanation of why the LEA has developed this goal.

Research has shown that an active partnership between staff and families leads to better student outcomes academically, socially, and emotionally. Like any partnership, the relationship between staff and families is built on trust. Ensuring that all individuals feel included and welcomed builds the trust required to establish and maintain a virtuous cycle of student support. Metrics developed for this goal are designed to help us understand the District's strengths and opportunities to improve our culture for our stakeholders.

This goal is aligned to the District's SP2027 Goal Area 3 and State Priority 3.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Percentage of families reporting that they agree or strongly agree that MVWSD creates a welcoming environment for families on the LCAP/Climate Survey.	Overall 82% agreed or strongly agree (56% agreed - 27% strongly agreed)				Maintain or increase the percentage of families that agree or strongly agree that MVWSD creates a welcoming environment for families. Increase the percentage of families that strongly agree by 8% a year from 27% to 51%.
The percentage of families that agree or strongly agree that they understand the	74% agreed or strongly agreed that they understand the academic supports				Increase the percentage of families that agree or strongly agree that thy

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
academic supports available to their students on the LCAP/Climate Survey.	available to their students. 61% agree or strongly agree that they understand the non-academic supports available to their students.				understand the academic supports available to 80%. Increase the percentage of families that agree or strongly agree that thy understand the non academic supports available to 70%.
The percentage of families that agree or strongly agree that they are encouraged to be involved in school events on the LCAP/Climate Survey.	66% agreed or strongly agreed				Increase to 81% agree or strongly agree.
Reduce the most common obstacle to parents receiving the information they need on the LCAP/Climate Survey.	23% agreed or strongly agreed that shat I want to know is mixed in with information that does not apply to me				Decrease the percentage to 5% that agree or strongly agree.
Professional development opportunities to staff to better understand diverse cultures/sub cultures for more responsive customer support.	No professional development opportunities were provided.				Provide at least 1 staff training per yer.
Percentage of families reporting that Parent	2020-21: 1,000 people attended or				Increase attendance at Parent

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
University events are easy to access and content directly helps them at home with their children.	Parent University Attendance or Viewed Parent University recorded sessions Content Satisfaction - Baseline will be determined during the 2021-22 school year				University/views of recorded session events by 10% each year to 1,300. Content Satisfaction target will be determined at the end of the 2021-22 school year.
Parent Involvement Self Reflection Tool	The State Board of Education adopted self-reflection tool for parent involvement was completed and approved on June 17, 2021				Yearly completion and approval of the State Board of Education adopted self-reflection tool parent engagement
The percentage of families that agreed or strongly agrees that the District is building the capacity of and supporting family members to effectively engage in advisory groups and decision making on the LCAP/Climate Survey.	65% agreed or strongly agreed				Increase to 75% agree or strongly agree.
The percentage of families that agreed or strongly agrees that the District is providing all families with opportunities to	67% agreed or strongly agreed				Increase to 77% agree or strongly agree.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
provide input on policies and programs, and implementing strategies to reach and seek input from an underrepresented groups in the school community on the LCAP/Climate Survey.					

Actions

Action #	Title	Description	Total Funds	Contributing
1	School and Community Engagement Facilitators (SCEF)	Hire 7.6 FTE School and Community Engagement Facilitators. School and Community Engagement Facilitators act as the liaison between students, staff, and parents to remove barriers to improve student learning and achievement. The responsibilities will include, but are not limited to, serving as a resource to students and parents regarding district and community agencies, resources, parent education, and other events and activities that are linked to strong, positive student outcomes. School and Community Engagement Facilitators are assigned based on a school sites percentage of students who English Learners, Socio-Economically Disadvantaged or Foster Youth (unduplicated count).	$846,450.00	Yes
2	'The Talk' Panel Series	Our district wishes to continue and enhance meaningful stakeholder engagement through a series of events that invites parents, community leaders, and district leaders to come together and engage in meaningful discussion and dissection of relevant topics related to social justice. This series of live events also aims to increase awareness of social justice causes in our schools and in our communities, especially as it relates to historically marginalized	$0.00	No

Action #	Title	Description	Total Funds	Contributing
		groups. The district hosts approximately four events per year and encourages all community members to attend.		
3	District Equity Advisory Committee	To meaningfully engage multiple stakeholder groups on issues of Equity, the district has formed a District Equity Advisory Committee (DEAC). The goal of the District Equity Advisory Committee (DEAC) is to help facilitate community members in providing meaningful feedback to the Superintendent on how to support MVWSD towards achieving its goals of becoming a more equitable and inclusive school district. The role of a committee member is to be a thought partner and a community advocate. The committee membership is a combination of district-level leaders, principals, teachers, staff members, and parent participants who represent the interests of both elementary and middle schools and are expected to attend and participate in meetings held monthly (on average) online during the course of the academic school year.	$4,800.00	No
4	Parent Engagement - Parent University	Work directly and collaboratively with parents to build mutual capacity for supporting student learning and refining Parent University. MVWSD will convene a work group of staff and parents to design an approach to increase parent engagement. Training for staff will also be developed along with new content, approaches and delivery methods for Parent University.

Research shows that parent involvement can make a significant difference in student achievement. As MVWSD works collaboratively with parents we know that students will be more likely to earn higher grades and improve test scores, enroll in higher level programs, attend school regularly, have better social skills, show improved behavior, and graduate high school, and go on to postsecondary education. | $640.00 | No |

Action #	Title	Description	Total Funds	Contributing
5	Parent Communication	Streamline and differentiate communication streams so parents get information that more closely matches their family attributes, communication preferences and tone.

MVWSD is committed to improving communication with families and ensuring that they get needed information in easily accessible ways. The District will be convening a team to research, analyze, and assess how parents access communications currently and what do they say they wish was better. The team will define differentiated audiences, communication policies, protocols, methods, and messages. Then they will research systems, tools, practices, formats, etc. for audience segmentation and set up pilots for the 2022-23 school year. | $0.00 | No |
| 6 | Equity Framework | Develop a Community Equity Framework.

This framework will be used as a tool support the District to build habits of practice to increase inclusivity. In the 2021-22 school year, the District will convene a team to develop the Community Equity Framework. Steps in development include conducting an equity audit, defining equity, drafting the framework and getting feedback from District stakeholders. The work on the audit will continue into the 2022-23 school year.

MVWSD is committed developing programs and providing a high quality education to all students. The Community Equity Framework will ensure that we embed strong equity practices throughout our organization. | $0.00 | No |
| 7 | Equitable Access to Choice Schools | Our district offers families access to two choice schools, where students can attend a school outside their attendance boundaries. Based on 2020-21 enrollment data, one of our choice schools (Stevenson Elementary School) is facing a significant | $528.00 | No |

Action #	Title	Description	Total Funds	Contributing
		disproportionality in the number of students who attend that are English Language Learners (ELLS) and Socio-Economically Disadvantaged (SED). Compared to aggregate district enrollment data, the district serves a population of students approximately 32% of whom are SED, whereas Stevenson currently serves a population of which only approximately 6% of students are SED. To address this disparity, the district has laid out plans that include focus groups with the community, multiple Board meeting updates and study sessions to obtain feedback and direction, consultation meetings with experts who will help us craft more equitable policy, and multiple input points along the way where we will solicit community input and feedback. Ensuring equitable access to choice schools for all families is a priority for the district who concomitantly aims to ensure that every student has access to opportunities they need to succeed.		

Goal Analysis [2021-22]

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

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

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

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

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

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

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

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

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

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

Goals and Actions

Goal

Goal #	Description
4	Develop and Implement policies and practices to support and retain effective and engaged employees.

An explanation of why the LEA has developed this goal.

Research indicates that employees that are engaged and supported at work are more likely to stay. They feel a stronger bond to their organization's mission and purpose and this reduces turnover that can be costly. Actions and metrics outlined in this goal are designed to support the District these areas.

This goal is aligned to SP2027 Goal Area 4 and State Priority 1.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Staff Retention Rates	2020-21 Data: Data is current as of May 19, 2021 and will be updated as applicable. Overall Staff Retention - 91% Certificated Staff - 87% Classified Staff - 94% Teachers - 85%				Overall Staff Retention - 94% Certificated Staff - 92% Classified Staff - 96% Teachers - 90%
Percentage of highly qualified teachers	2020-21: 86% of teachers were considered highly effective.				90% of teachers will be highly qualified.
Number/percentage of mis-assignments of	2020-21: 3				Maintain 0 mis-assignments of

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
teachers of English learners					teachers of English Learners
Number of other teacher mis-assignments	2020-21: 1				Maintain 0 teacher mis-assignments
Number of vacant teacher positions	2020-21: 0				Maintain 0 vacant teacher positions.
Percentage of staff that agree or strongly agree that administrators listen to my suggestions and recommendations on the LCAP/Climate survey.	69% agree or strongly agree				80% of teachers will agree or strongly agree
Percentage of staff that agree or strongly agree that my school provides adequate support to teachers on the LCAP/Climate survey.	74% agree or strongly agree				85% of teachers will agree or strongly agree
Percentage of staff that agree or strongly agree that I am knowledgeable about the criteria, timeline, process, and procedures by which I will be evaluated on LCAP/Climate survey.	88% agree or strongly agree				95% of teachers will agree or strongly agree
Percentage of staff that agree or strongly agree that trust exists	71% agree or strongly agree				80% of teachers will agree or strongly agree

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
between school leaders and staff on the LCAP/Climate survey.					
Percentage of staff that agree or strongly agree that teachers at my school are committed to continuously improving opportunities for student learning on the LCAP/Climate survey.	97% agree or strongly agree				Maintain 97% or increase to 99% agree or strongly agree
Percentage of staff that agree or strongly agree that I have a say in the decision making process at my school or the District level on the LCAP/Climate survey.	58% agree or strongly agree at school level 37% agree or strongly agree at District level				70% will agree or strongly agree 50% will agree or strongly agree

Actions

Action #	Title	Description	Total Funds	Contributing
1	Partnership with the Santa Cruz/Silicon Valley New Teacher Project	Continue to partner with the Santa Cruz/Silicon Valley New Teacher Project to provide induction to teachers in years 1 and 2 of their careers. Having an induction program allows MVWSD to provide inexperienced teachers with the necessary models and tools for beginning their teaching careers, support them in becoming highly effective, and allow them to obtain a clear credential.	$421,810.00	No

Action #	Title	Description	Total Funds	Contributing
2	Employee Retention and Support	Develop and consistently implement district-wide policies and practices that focus on retention, differentiation, and ongoing support. In the 2021-22 school year, the District will be working to refine and implement practices that support employees. The District will develop District-wide hiring and onboarding teams, and develop and consistently implement an onboarding process for all new staff. Additionally, District Staff Handbooks will be created to provide consistent information about District policies and procedures. Research indicates that employees that are engaged and supported at work are more likely to stay. They feel a stronger bond to their organization's mission and purpose and this reduces turnover that can be costly.	$1,000.00	No
3	Professional Development Committee	Convene a professional development committee with classified staff to develop recommendations for classified staff professional development tailored to specific job classifications. Professional development helps employees continue to not only be competent in their profession, but also excel in it. Actively pursuing professional development ensures that knowledge and skills stay relevant and up to date.	$500.00	No
4	Hiring Process	Refine newly implemented hiring process. The District implemented a new, standardized hiring process in 2019-20 to ensure that hiring team members are using the same reference points when making hiring decisions.In keeping with a consistent format of the hiring process, it becomes a lot easier to compare one candidate to another and make the best decisions for the District.	$0.00	No
6				

Action #	Title	Description	Total Funds	Contributing

Goal Analysis [2021-22]

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

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

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

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

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

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

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

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

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

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

Goals and Actions

Goal

Goal #	Description
5	Develop and implement plans and protocols to ensure the equitable distribution of resources that support student success.

An explanation of why the LEA has developed this goal.
Students' access to various resources such as technology, facilities, and nutrition positively correlates to their ability to fully take advantage of educational opportunities. The District has eleven school sites that were remodeled and or built at different points over the years. To ensure that all schools have equitable technology, facilities, and access to materials, standardized rubrics and systems for evaluation to meet site needs will be put into place. This goal is aligned to the District's SP 2027 Goal Area 5 and State Priority 1.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Percentage of School Facilities in Good Repair per the Facility Inspection Tool.	Facilities in Good Repair: 7,914 (98%)				Maintain or Increase the number of facilities in Good Repair to 8,045 (99%).
Percentage of completed work orders in Service Now.	99% of work orders were completed				Maintain or improve to 100% of works orders submitted being completed.
Percentage of students reporting that my school is clean on the LCAP/Climate Survey.	41% of students agreed or strongly agreed (this survey was given while students were in distance learning).				Increase percentage of students reporting my school is clean to 71% on the District's annual LCAP/Climate survey

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Number/percentage of students without access to their own copies of standards aligned instructional materials for use at school and at home.	100% of students had access to their own copies of standards aligned instructional materials for use at school and at home as approved during the the Public Hearing and Resolution on Sufficiency of Pupil Textbooks and Instructional Materials Aligned to the Academic Content Standards and Consistent with Content and Cycles of State Frameworks 2020-2021 on September 17, 2021.				Maintain 100% of students having access to standards aligned instructional materials for use at school and at home
Percentage of staff reporting that my school is well-maintained on the LCAP/Climate Survey.	90% agreed or strongly agreed				Increase to 95% agree or strongly agree.
Percentage of staff reporting that the facilities at my school are up to date on the LCAP/Climate Survey.	83% agreed or strongly agreed				Increase to 88% agree or strongly agree

Actions

Action #	Title	Description	Total Funds	Contributing
1	Site walkthroughs by the Director of Maintenance	The Director of Maintenance will walk campuses with site principals at least 1 time each month to ensure that campus facilities are safe and clean.	$0.00	No
2	Technology Devices	Each year the District issues new Chromebooks to students entering TK/K and 5th grade. The students that receive the Chromebook in TK/K will use the same device through the end of their 4th grade school year. Students that receive a Chromebook at 5th grade will use that device through the end of 8th grade. Issuing new devices at these specific grade levels will ensure that students have access to a fully supported Chromebook throughout their time in MVWSD and ensures a stable budget each year as the cost for the devices is similar year to year.	$500,000.00	No
3	MVWSDConnect	MVWSDConnect is the District's project to ensure all students have access to the Internet at home. The District is investing in CBRS equipment in order to extend the range of the District's network as much as 3/4 of a mile from the school site allowing students to access the Internet from their home.	$300,000.00	No
4	Equitable Facilities and Resources	Develop Districtwide equitable facility, technology, and student resource standards that are publicly available and shared with stakeholders. During the 2021-22 school year the District will convene a workgroup including parents and staff to identify District standards that need to be developed and then create them. Work on this action will continue into the 2022-23 school year. Research indicates that building conditions strongly influence a school's social climate. Physical problems recorded at the schools — including a lack of windows, low indoor air quality, leaking roofs and water stains — are correlated with students' negative perception of	$4,200.00	No

Action #	Title	Description	Total Funds	Contributing
		their schools' social climate. Students in schools with poor facilities were less likely to go to school thus resulting in lower test scores.		
5	Meals for Students	Ensure every child that needs food has the opportunity for a nutritionally balanced daily meal. MVWSD wants to ensure that all students who need food are able to get meals daily. Even with the extension of the Seamless Summer Program which allows District's or provide free meals to all students, many families do not have students participate in the program. During the 2021-22 school year the District will work to investigate how many students could benefit from daily meals regardless of if they qualify for free or reduced or are not taking a meal currently to research reasons why students may not be participating. The District will also do outreach to encourage use of the meal programs and offer scholarships. Research indicates that school lunch is critical to student health and well-being, especially for low-income students—and ensures that students have nutrition they need throughout the day to learn.	$0.00	No
6	Flexible Learning Environments	Develop and Implement feasible opportunities to offer flexible learning from home, from different schools, at different times, and other environments. During the 2021-22 school year, the District will create a workgroup of stakeholders to research high-leverage opportunities for flexible learning, develop a rubric for identifying high-leverage opportunities, and research possible flexible learning opportunities for physical, pedagogical, and technology. Work will continue on this action in the 2022-23 school year including piloting flexible learning opportunities.	$3,150.00	No

Action #	Title	Description	Total Funds	Contributing
		Distance learning during the pandemic has shown some students perform better in a remote learning environment. MVWSD wants to provide flexible learning options to potentially give students the ability to enroll in courses offered at other school sites and ensure that all students have access to the same educational opportunities.		

Goal Analysis [2021-22]

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

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

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

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

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

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

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

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

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

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

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

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
7.29%	$3,085,715

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.

Based on staff and stakeholder feedback and research on effective practices we are implementing actions/services to increase or improve services for Socio-Economically Disadvantaged, English Learner and Foster Youth. Targeted support for these students is provided as part of our LCAP goals.

Stakeholder feedback supporting continuing or expanding current targeted supports and implementing new initiatives is validated by the results from the California Dashboard. While the District increased to overall ratings of blue in ELA and Math, the yellow ratings for English Learners and Socio-Economically Disadvantaged students in English Language Arts and orange ratings for these subgroups in mathematics indicate a need to continue to provide programs to target support to these groups. Additionally, we know that after a year of students primarily receiving instruction through distance learning, students will need additional support to make up for unfinished learning.

District iReady assessment results from December 2020 indicate that these same students continue to be significantly behind in academic achievement. See results below:

On or Above Grade Level   On or Above Grade Level
Reading English Learners   Math English Learners
2020 - 20%   2020 - 19%
Reading Socio-Economically Disadvantaged Math Socio-Economically Disadvantaged
2020 - 28%   2020 - 19%
Reading English Only   English Only
2020 - 77%   2020 - 68%

Reading Reclassified Fluent English Proficient Math Reclassified Fluent English Proficient
2020 - 58%   2020 - 51%

The District is implementing the following actions/services to directly serve the academic needs of unduplicated students:

Instructional Coaches - Goal 1, Action 1
To address the performance gap in ELA and Math for English Learners, Foster Youth, and Socio-Economically Disadvantaged students MVWSD is investing in an instructional coaching team to support teachers in improving their instructional practices with a focus on closing the achievement gap for students including SocioEconomically Disadvantaged students, English Learners, Foster Youth and other identified subgroups. The District will have a 1.0 FTE instructional coach at each elementary school and the middle schools will share 4.0 FTE (1.0 math, 1.0 science, and 1.0 LEA and 1.0 Social Studies) These coaches will provide training, model lessons, disaggregate data by student group, and coach teachers practice to ensure that teachers practice is responsive to the needs of these students. Additionally, all coaches will be provided professional development in differentiating instruction and the Sheltered Instruction Observation Protocol during the 2021-22 school year so that they can further coach and support classroom teachers to plan for and implement effective instructional strategies to meet the needs of students specifically Socio-Economically Disadvantaged, foster youth and English Learners.

Research is clear that teachers are the single most important school based factor affecting student achievement. Students, especially Socio-Economically Disadvantaged, English Learners and Foster Youth need to have access to highly effective teachers. We believe that investing in improved teacher practice is critical to improved outcomes in reading and math for our unduplicated students. This action continues to be prioritized this year and we have determined this action to be effective because 78% of teachers agreed or strongly agreed on the District's annual LCAP/Climate survey that "the instructional coach helps me improve my practice.'

Response to Instruction - Goal 1, Action 5
The District's Response to Instruction Initiative was developed as a strategy for closing the achievement gap that exists by having additional teachers push in at grade levels. This allows sites to lower the teacher to student ratios through small groups supporting our most challenged learners which are our English Learners and Socio-Economically Disadvantaged students at all schools. As noted above the yellow ratings for English Learners and SocioEconomically Disadvantaged students in English Language Arts and orange ratings for these subgroups in mathematics on the California Dashboard indicate a need to continue to provide programs to target support to these groups. Lowering student to teacher ratios and targeting the needs of students is expected to result in improved outcomes in reading and math for students. This action continues to be prioritized this year and we have determined this action to be effective because 77% of parent respondents on the District's LCAP/Climate survey indicated that parents agreed or strongly agreed that they were satisfied with the support their child receives in Response to Instruction. Additionally, 80% of respondents who are parents/guardians of students learning English indicated that English Learners receive the resources and support they need. While the achievement gap is still very large between All students and significant subgroups, a comparison of iReady results data from December 2019 and December 2020 shows that English Learners have increased achievement in ELA and and Math and Socio-Economically Disadvantaged students had increased achievement in ELA.

Diagnostic 2 December 2019   Diagnostic 2 December 2020
ELLs on or above grade level ELA - 11%   ELLs on or above grade level ELA - 20%

ELLs on or above grade level Math - 12%   ELLs on or above grade level Math - 19%
SED on or above grade level ELA - 26%   SED on or above grade level ELA - 28%

We expect this growth to continue and through efforts, accelerate as we continue to refine the implementation of the Response to Instruction program.

Targeted Student Support Program - Goal 1 Action 8
Each school site in our District is unique and their unduplicated students have different needs. Through stakeholder feedback we learned that it is important that the decision making around meeting these needs also be part of site based planning. All sites will be allocated additional funding based on their unduplicated count to provide site based supplemental services and support for English Learners, Socio-Economically Disadvantaged students, and Foster Youth. Additional funding allows sites to target these needs in a variety of ways including the hiring of additional certificated staff to provide before, during and after school intervention and purchasing supplemental programs to target specific gaps or skills. Theses services are in addition to the district wide supports that are already in place. This action continues to be prioritized this year and we have determined this action to be effective because providing these additional funds at the site level should improve academic outcomes for students through targeted supports unique to the school's unduplicated students.

Director of Equity - Goal 1 Action 9
MVWSD is investing in hiring a Director of Equity. The Equity Director is charged with assisting the Superintendent in the development and implementation of proactive diversity, equity, and inclusion initiatives to support the district plans. MVWSD is also developing an Equity Framework that will become the District's tool to ensure that all programs - old or new do not lead to disparities among student groups. MVWSD has a significant achievement gap between the English Learner and Socio-Economically Disadvantaged students as compared to the All student group. In addition, the District was found to be disproportionate with the percentage of Hispanic/Latino students qualifying for special education services in the category of specific learning disability. Data also shows that the majority of our underrepresented students are not in our accelerated math pathways or achieving at the same levels as their peers. Additionally, we have systems in place that reinforce academic disparities among student groups like double block math for highest achieving students and not having equitable policies for enrollment into our choice schools. These data points indicate the need for the District to be intentional about Equity and have an equity lens as we review or implement policies and programs. We expect this action to be effective because by investing in a Director of Equity we will be able to provide inclusive and equitable programs, stop creating academic disparities, and improve educational outcomes for all students but more so for our English Learners, Foster Youth, and Socio-Economically Disadvantaged students.

Programs to increase opportunities for underrepresented students - Goal 1, Action 20
MVWSD will intentionally focus on creating programs for underrepresented students including Socio-Economically Disadvantaged students and English Learners to ignite an excitement for learning and provide experiences that might not be available otherwise beginning in elementary school. As outlined above, MVWSD has a significant achievement gap between the English Learner and Socio-economically Disadvantaged students as compared to the All student group. In addition, the District was found to be disproportionate with the percentage of Hispanic/Latino students qualifying for special education services in the category of specific learning disability. Data also shows that the majority of our underrepresented students are not in our accelerated math pathways or achieving at the same levels as their peers. We believe that developing and implementing programs that increase access to rigorous educational opportunities and provide the needed

resources for underrepresented students will result in increased academic achievement and a successful educational experience for students. We expect this action to be effective because it will address the need to close the opportunity gaps for the English Learner and Socio-Economically Disadvantaged student populations.

School and Community Engagement Facilitators - Goal 3, Action 1
MVWSD will continue to invest in School and Community Engagement Facilitators with increased allocation to sites with higher populations of English Learners, Foster Youth, and Low-income students. School and Community Engagement Facilitators work directly with families to connect them to needed resources for student and family success. While a majority of students participated regularly in distance learning and completed assignments, Our records show that primarily English Learners, Socio-Economically Disadvantaged students and Foster Youth struggled with attendance, engagement, and work completion for a variety of reasons including access to stable internet, food or housing insecurities, lack of space appropriate for learning, and mental health issues among other things. Many of these problems were here before the pandemic and will remain after. MVWSD will continue this action and expects it to be effective because by investing in School and Community Engagement Facilitators we will strengthen the home to school connection and increase engagement as measured through survey data resulting in improved educational and personal outcomes for students and families. On the District's LCAP/Climate survey 82% of staff agree or strongly agree that School and Community Engagement Facilitators are effective in encouraging parent/guardian involvement at my school. Additionally, 80% of respondents who are parents/guardians of students learning English agreed that Community Engagement Facilitators have been helpful in supporting their child(ren).

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

The District's percentage of funding for increased or improved services is 7.29% or $3,085,715. The District knows that in the current environment, additional actions and services are essential to the success of all students and more specifically those that are more at risk including Socio-economically Disadvantaged, Foster Youth, English Learners, and Homeless Pupils. The District has exceeded the percentage of funding for increased or improved services and will spend $4,014,242 on actions and services to benefit these students. The following actions described below are increased or improved:

Actions in the Local Control Accountability Plan

Goal 1 Actions 1, 5, 8, 9, 20 - Addressing academic achievement of English Learners, Foster Youth and SocioEconomically Disadvantaged Youth

Goal 3, Actions 1 - Cultivating and maintaining an inclusive and welcoming culture that acknowledges, embraces, and empowers English Learners, Foster Youth and SocioEconomically Disadvantaged Youth

Total Expenditures Table

LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
$4,037,044.00	$958,844.00	$2,424,928.00	$687,588.00	$8,108,404.00

Totals:	Total Personnel	Total Non-personnel
Totals:	$6,120,476.00	$1,987,928.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	English Learners Foster Youth Low Income	Instructional Coaches	$1,127,511.00	$250,000.00			$1,377,511.00
1	2	All	Data Platform - SchoolCity			$39,449.00		$39,449.00
1	3	All	iReady Assessment and Instruction		$188,844.00			$188,844.00
1	4	All	Analyze, disaggregate, and report on student achievement data			$11,860.00		$11,860.00
1	5	English Learners Foster Youth Low Income	Response to Instruction	$1,528,124.00				$1,528,124.00
1	6	All	Summer Programming			$103,000.00	$192,000.00	$295,000.00
1	7	All	Funding for the District's Title 1 School				$264,181.00	$264,181.00
1	8	English Learners Foster Youth Low Income	Targeted Student Support Funding	$326,422.00				$326,422.00
1	9	English Learners Foster Youth Low Income	Director of Equity	$182,294.00				$182,294.00
1	10	All English Language Learners	Designated English Language Development					$0.00
1	11	All	Designated English Language Development				$60,000.00	$60,000.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	12	All English Language Learners	Designated English Language Development					$0.00
1	13	All	Integrated English Language Development			$10,000.00		$10,000.00
1	14	All English Language Learners - Newcomers	English Language Learners - Newcomers			$40,000.00	$65,000.00	$105,000.00
1	15	All English Language Learners, Reclassified Fluent English Proficient Students	Progress Monitoring					$0.00
1	16	Students with Disabilities	Co-Teaching			$4,000.00		$4,000.00
1	17	Students with Disabilities	Intensive Reading Instruction			$50,000.00		$50,000.00
1	18	All	Multi Tiered System of Support			$5,280.00		$5,280.00
1	19	All	Equity Seminars			$125.00		$125.00
1	20	English Learners Foster Youth Low Income	Programs to increase opportunities for underrepresented students	$64,000.00				$64,000.00
1	21	All	Math Work Group			$5,280.00		$5,280.00
1	22	All	Coordinator of Expanded Learning		$220,000.00			$220,000.00
2	1	All	At Risk Supervisors			$1,031,594.00		$1,031,594.00
2	2	All	Improving attendance					$0.00
2	3	All	Health Wellness Committee			$2,640.00		$2,640.00
2	4	All	Partnership with Santa Clara County Behavioral Health			$5,000.00		$5,000.00
2	5	All	School Linked Services			$119,953.00		$119,953.00
2	6	All	School Linked Services			$79,569.00		$79,569.00
2	7	All	Suspensions					$0.00
2	8	All	Student Social Emotional Health			$40,400.00		$40,400.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
2	9	All	Student Social Emotional Health			$8,800.00		$8,800.00
3	1	English Learners Foster Youth Low Income	School and Community Engagement Facilitators (SCEF)	$808,693.00			$37,757.00	$846,450.00
3	2	All	'The Talk' Panel Series					$0.00
3	3	All	District Equity Advisory Committee			$4,800.00		$4,800.00
3	4	All	Parent Engagement - Parent University			$640.00		$640.00
3	5	All	Parent Communication					$0.00
3	6	All	Equity Framework					$0.00
3	7	All	Equitable Access to Choice Schools			$528.00		$528.00
4	1	All	Partnership with the Santa Cruz/Silicon Valley New Teacher Project			$353,160.00	$68,650.00	$421,810.00
4	2	All	Employee Retention and Support			$1,000.00		$1,000.00
4	3	All	Professional Development Committee			$500.00		$500.00
4	4	All	Hiring Process					$0.00
5	1	All	Site walkthroughs by the Director of Maintenance					$0.00
5	2	All	Technology Devices			$500,000.00		$500,000.00
5	3	All	MVWSDConnect		$300,000.00			$300,000.00
5	4	All	Equitable Facilities and Resources			$4,200.00		$4,200.00
5	5	All	Meals for Students					$0.00
5	6	All	Flexible Learning Environments			$3,150.00		$3,150.00

Contributing Expenditures Tables

Totals by Type	Total LCFF Funds	Total Funds
Total:	$4,037,044.00	$4,324,801.00
LEA-wide Total:	$4,037,044.00	$4,324,801.00
Limited Total:	$0.00	$0.00
Schoolwide Total:	$0.00	$0.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	**1**	Instructional Coaches	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,127,511.00	$1,377,511.00
1	**5**	Response to Instruction	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,528,124.00	$1,528,124.00
1	**8**	Targeted Student Support Funding	LEA-wide	English Learners Foster Youth Low Income	All Schools	$326,422.00	$326,422.00
1	**9**	Director of Equity	LEA-wide	English Learners Foster Youth Low Income	All Schools	$182,294.00	$182,294.00
1	**20**	Programs to increase opportunities for underrepresented students	LEA-wide	English Learners Foster Youth Low Income	All Schools	$64,000.00	$64,000.00
3	**1**	School and Community Engagement Facilitators (SCEF)	LEA-wide	English Learners Foster Youth Low Income	All Schools	$808,693.00	$846,450.00

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

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[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)).

o   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:

- o **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.

- o **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.

- o **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:

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

  - o **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.