



# **MVLA LCAP:** Local Control Accountability Plan

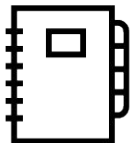
6/9/2025  
Board Meeting Presentation

# What is the LCAP

The Local Control and Accountability Plan (LCAP) is a three year plan for California school districts.

## Each District's LCAP Must Include:

- Goals
- Actions
- Measures
- Related Expenditures



## LCAP provides services for students:

- Racial ethnic subgroups
- Low-income students
- English learners
- Students with disabilities
- Foster youth
- Homeless youth



## LCAPs must address the state priorities

- Basic services
- Implementation Of standards
- Parental engagement
- Student achievement
- School climate
- Access to course



# Local Control Funding Formula (LCFF)



**Equity:** addressing different educational needs among students, particularly those who need additional support



**Local Control:** using autonomy and stakeholder support under LCFF to capitalize on each LEA's unique capacities



**Continuous Improvement:** reflecting and improving on rigorous processes to address different educational needs of students on an ongoing basis

# District Snapshot

4,432 students; 2 high schools, 1 Continuation School

Ethnicity	% of Stu
Caucasian	34.90%
Asian	34.30%
Latino	25.50%
Other or Multi-Racial	5.20%

Stu Group	% of Stu
Foster	0.27%,
Youth Homeless	1.3%,
English Learners	7.5%

## LCAP Goals 2025–28

### Goal 1



Goal 1 – Inclusive,  
culturally  
responsive  
classrooms

### Goal 2



Goal 2 –  
Systematize  
MTSS

# CALIFORNIA SCHOOL DASHBOARD

## 11 Indicators to Measure Performance

### 6 State Indicators

Performance Categories:



#### College & Career

Percent of students prepared for college & career

#### Graduation Rate

Percent of students who earn a regular H.S. diploma

#### Academics - ELA & Math

Distance from the lowest score needed for "Standard Met"

#### English Learner Progress

Percent of English Learners making progress

#### Chronic Absenteeism\*

#### Suspension Rate

Percent of students who were suspended

### 5 Local Indicators

Performance Categories:

Met / Not Met / Not Met for 2+ Years

#### Basic Conditions

#### Implementation of Academic Standards

#### Parent Engagement

#### School Climate

#### Access to a Broad Course of Study\*

# Dashboard Targets

Suspension Rate



Blue

English Learner Progress



Orange

Graduation Rate



Green

College/Career



Blue

English Language Arts



Green

Mathematics



Blue

Basics: Teachers,  
Instructional Materials,  
Facilities

STANDARD MET

Implementation of Academic  
Standards

STANDARD MET

Parent and Family  
Engagement

STANDARD MET

Local Climate Survey

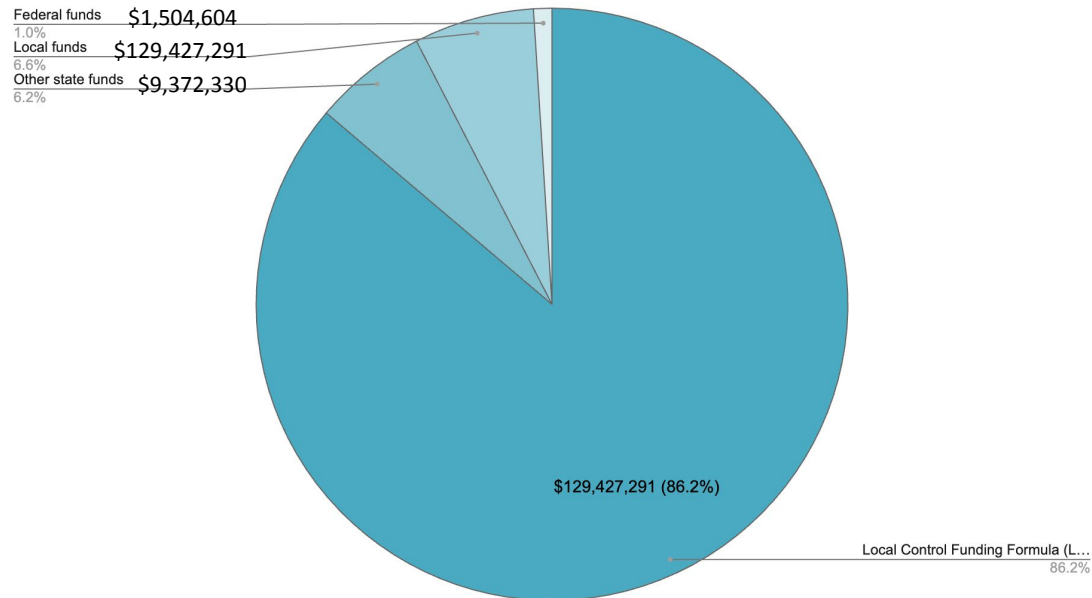
STANDARD MET

Access to a Broad Course of  
Study

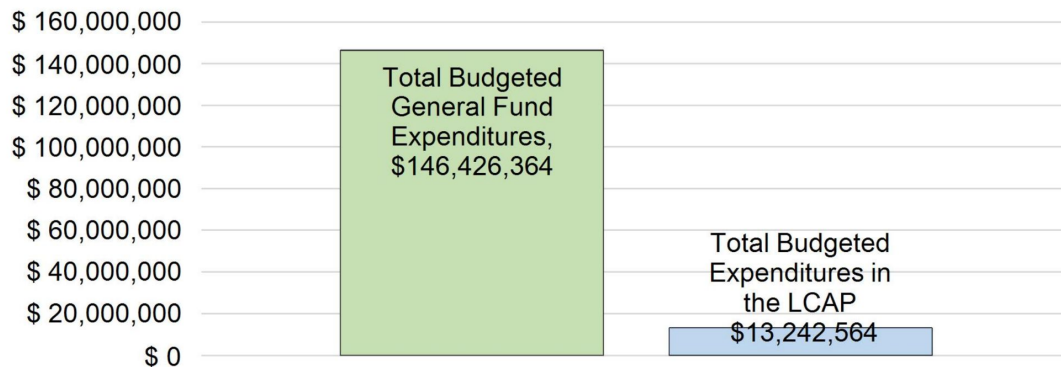
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# Budget Overview

Budget Overview for the 2025-26 School Year



Budgeted Expenditures in the LCAP



# Celebrations and Challenges

## Strengths

- **Academic Strength:**
  - Math & ELA: Scores remain well above state benchmarks.
  - Freshman Success: 95 % of 9th-graders maintain  $\geq 2.0$  GPA.
  - Rising GPAs: Increases in 3.0+ GPA across all subgroups.
- **Positive Climate & Engagement:**
  - Parent Involvement: Strong, steady participation in ELAC, DELAC, PTSA, and Special Ed family meetings.
  - CA Healthy Kids Survey: Increase in school connection.
- **Student Support & Discipline:**
  - Suspension Rates: Continued decline
  - Graduation Rates: Gains for English Learners and students experiencing homelessness.
- **Governance & Data Indicators:**
  - Dashboard Status: Standards met on 10 of 11 state indicators; Mathematics moved to “Blue.”

## The Challenge

- **Persistent Achievement Gaps:**
  - ELA & Math: English Learners, SED students, and Students with Disabilities lag behind district averages despite overall gains.
- **College/Career Preparedness:**
  - CCI: Remains low for Homeless;

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## Forward Focus

1. Accelerate Targeted Instructional Supports
2. Expand College/Career Pathways
3. Sustain Restorative Practices
4. Data-Driven Equity Monitoring



# Community Input

- Admin Council
- Extended Cabinet
- DELAC
- Family Partnership Council
- MVLA Counselor Collaborative
- Professional Learning Planning Committee
- SELPA
- Student Input Sessions
- Posted on website

# Goal 1: Create and sustain inclusive, culturally responsive classrooms that ensure equitable access to high-quality instruction and foster a sense of belonging for all students.

## Focus Area

## Results & Key Shifts

<b>1.1 Tier 1 Instruction (Constructing Meaning)</b>	District-wide foundation for daily lessons; coaching and PD reaching all teachers, boosting language-acquisition and access to curriculum. (\$423,626)
<b>1.2 Relational Capacity</b>	Embedded into Action 1.1 to amplify student voice and peer interaction.
<b>1.3 Course-Team Collaboration</b>	Regular meetings, aligned grading, assessments, and materials, raising consistency and fairness. (\$128,239)
<b>1.4 Co-Teaching &amp; Inclusive Practices</b>	Expanded staffing, scheduling, and UDL training lifted LRE rate from 49.7 % → 55 %. (\$2,331,548)
<b>1.5 Strengthened ELD</b>	New curricula, digital tools, and PD doubled reclassification rate (9.1 % → 19 %) and improved ELPI progress. (\$1,0999,148)
<b>1.6 Parent &amp; Student Engagement</b>	Wider use of ParentSquare/Language Line and student surveys increased or maintained participation numbers (\$48,000)

## Gains & Bright Spots

- **Dashboard:** ELA & Math up for SED and EL; Math now “Blue.”
- **GPA & No-F Rates:** EL no-F rate 56 % → 76 %; SWD 70 % → 86 %.
- **Teacher Capacity:** Broad uptake of collaborative planning and CM routines.
- **School Climate:** CAHKS shows higher motivation, connectedness, and adult support.

**Goal 1: Create and sustain inclusive, culturally responsive classrooms that ensure equitable access to high-quality instruction and foster a sense of belonging for all students.**

### **Remaining Challenges**

1. **Achievement Gaps:** ELs and Students with Disabilities still score far below standard on SBAC; LTELs struggle with language proficiency.
2. **Resource & Schedule Strain:** Co-teaching and collaboration require ongoing staffing and time solutions.  
**Alignment:** Variability persists across departments; full alignment is still a work in progress.
3. **College-Readiness Gaps:** Low AP participation and CCI rates for ELs and SWDs.

### **Next Priorities**

- **Continue targeted** supports for ELs and SWDs (accelerated ELD, differentiated co-teaching, data cycles).
- **Protect staff time and coaching** for Constructing Meaning, course-team work and inclusive practices.
- **Monitor** fidelity of Constructing Meaning and grading alignment through walkthroughs and common assessments.
- **Expand equitable access** to advanced coursework and college/career pathways.

## Goal 2: Strengthen our Multi-Tier Systems of Support to Enhance Academic Success and Career Readiness for All Students

### Focus Area

### Results & Key Shifts

<b>2.1 Academic &amp; Career Counseling</b>	Closer monitoring, proactive outreach lowered dropout rate to 0.2 %. (\$28,442)
<b>Work-Based Learning (2.2) &amp; CTE (2.12).</b>	Internships, industry partnerships, and CTE enrollment all surged; 12th-grade pathway completers rose from 6 % → 10 % (\$304,971/\$3,649,964)
<b>2.3 Direct Enrollment</b>	Strong Foothill College pipeline boosted first-gen and EL college entry, in addition to our Workability/Direct Enrollment of students with disabilities.
<b>2.4 Graduating equipped for college &amp; career</b>	AVID Expansion: Added freshman sections and teacher PD, lifting A–G completion to 78 %. (\$810,192)
<b>2.8 &amp; 2.9 Mental-Health &amp; Wellness</b>	Extra counselors, universal screenings, and peer programs raised Wellness Center use from 4 % → 30 %; CHKS shows higher connectedness. (\$2,706,000/9,609)
<b>2.10 ELD Strengthening</b>	New curricula, A–G-approved advanced courses, and an ELD TOSA doubled reclassification rate; LTEL share fell to 31 %. (\$524,489)
<b>2.11 Parent Engagement</b>	Broader ParentSquare, ELAC/DELAC, and advisory roles increased family and student participation. (\$314,414)
<b>2.13 Special Education</b>	Co-teaching and PD improved inclusion; SWD graduation and gen-ed

# Goal 2: Strengthen our Multi-Tier Systems of Support to Enhance Academic Success and Career Readiness for All Students

## Key Outcomes

- **Met 10 of 11** state Dashboard indicators.
- **GPA  $\geq 3.0$**  rose across all groups; graduation up for EL (+14 pts) and homeless (+18 pts).
- **CTE enrollment up** to 32 % (EL: 16 %  $\rightarrow$  21 %); dual-enrollment 2 %  $\rightarrow$  6.6 %.
- **Wellness**, safety, and motivation indicators all improved in CHKS data.

## Remaining Challenges

- **EL, SWD, and SED** students still trail in SBAC ELA/Math and College/Career Indicator.
- **Need stronger Tier 2** interventions and chronic-absence reduction.
- **Ensure consistent implementation** of expanded programs across sites.

## Next Priorities

- **Decrease ELA/Math Gaps** for EL, SWD, SED:
  - Targeted Tier 2/3 tutoring & credit-recovery cohorts
  - Data-cycle “watch lists” every 6 weeks
  - Cohorting ELD in Algebra 1 & English
- **Deepen Work-Based Learning & CTE Pathways**
  - Build out internships and industry-partner opportunities
  - Increase access to ELs and SWD



## Next Steps

**1**

Public hearing to invite stakeholder comment (posted on website)

**2**

**Adoption of Final Plan  
(June 19th Board Meeting)**

**3**

**Posted on District Website &  
Submission to SCCOE**

**THANK YOU!!!**

