



Local Control Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
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Plan Summary [2021-22]

General Information

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

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

Due to the ongoing challenges in our state with COVID, in the fall of 2020, MVLA started the school year off in distance learning. Our staff remained committed to planning and implementing top-notch, simultaneous instruction as we continued our outreach and services to students in need. In October we were able to bring small group cohorts onto campus, and we prioritized students with the highest needs. We

continued to grow the number of cohorts we had on campus until February of 2021 when we were allowed to begin Stable Groups. We brought grade level students to campus for a day (each week). On April 19, 2021, we re-opened our schools and had students back 4-days a week. Students and families were able to decide if they wanted to return in-person or stay remote. MVLA had about 50% of the population return in-person and 50% stay remote.

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

Reflections: Successes

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

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

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

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

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

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

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

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

In a community survey to parents, parents feel their child's biggest successes were doing well in classes, using technology for school, and

attendance/participation in their classes. Parents also reported the ease of attending meetings via Zoom and they would recommend we continue to offer this option in the future.

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

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

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

Reflections: Identified Need

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

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

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

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

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

Suspension Rates:

Districtwide

Red for African-American students, increased by 6.8%

Orange for Homeless students, increased by 2.4%

LAHS

No student groups in orange or red.

MVHS

Orange for Latino students, increased by 1%

Orange for SED students, increased by 0.6%

Orange for SWD students, increased by 2.6%

SBAC Performance in ELA and math:

ELA:

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

EL students were rated "orange" on the ELA SBAC which does not come to any surprise due the higher number of newcomer students taking the exam.

LAHS: Orange for EL students. LAHS does not an ELD program, yet still serves EL students. Most students at LAHS are at a higher English proficiency than MVHS, hence comparatively higher performance on the SBAC.

MVHS: Orange for EL and SED students. As mentioned earlier, the ELD program is housed at MVHS, therefore it is more likely that students taking the exam are in their first 5 years of schooling in the US

Math:

Districtwide: Red for SWD. Orange for EL.

LAHS: Orange for EL

MVHS: Red for SWD

College/Career Indicator:

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

Districtwide: Red SWD. Orange for EL

LAHS: Orange for Latino, SED and SWD

MVHS: Red for SWD

Graduation Rate:

The CA Dashboard calculation for graduation rate reports different findings than our local data. By comparison, the local data indicates that graduation rates are above 92% in all student groups, with the exception of EL. The local data shows EL students graduating at 67%, while the CA Dashboard shows EL students graduating at 82%. It is evident that calculation formulas for both systems are different. What this finding reveals is that from a cohort perspective, not all student groups are graduating in the same 4-year sequence. Some students, including EL and SWD, graduate in 5 years, while some other students may not complete their schooling once they transfer out of MVLA. These differing patterns impact the CA Dashboard rating.

Districtwide: Orange for EL, Latino, SED

LAHS: Orange for SWD

MVHS: Orange for EL and SED

The Chronic Absenteeism data show areas of continued concern. The districtwide Chronic Absenteeism rate for 2018-19 is 9.6% which is slightly lower than the Statewide total and slightly higher than the county rate at 8.8%. Among the highest rates of absenteeism, the rate for Latino students was 17.0%; including 15.8% at MVHS and 14.5% at LAHS. The rate for Pacific Islander and African American students was high among the student groups, at 33.3% and 14.5% respectively. However, the student size for these groups are significantly smaller totaling up to less than 2% of the total student population. What is revealing is that these two student groups are showing signs of absenteeism at the same rate as their other peers who are also students of color.

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

CA Healthy Kids Survey Data (Fall 2019)

School Climate Index:

LAHS: Increased from 394 to 380 (-14)

Overall supports and engagement (-7)

Overall violence and substance use (-16)

School connectedness (-12)

Opportunities for meaningful participation (+4)

Experienced chronic sadness/hopelessness (32%, +3)

MVHS: Decreased from 363 to 368, (-5)

Overall supports and engagement (-10)

Overall violence and substance use (+18)

School connectedness (-5)

Opportunities for meaningful participation (+15)

Experienced chronic sadness/hopelessness (33%, +4)

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

- * Increase communication and community engagement opportunities
- * Strengthen the integration of wellness and mental health services along with Social-Emotional Learning in the classrooms.
- * Continue with our high-quality education and work to decrease the disproportional gap seen amongst our LatinX population amongst many indicator data points
- * Continue to support teachers in professional learning as a high-impact group to serve students and decrease disproportionalities.

LCAP Highlights

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

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

Goal 1: Academic Excellence for all

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

Goal 2: Stakeholder Communication & Engagement

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

Goal 3: Safety & Wellness

Provide a healthy, safe, secure, and respectful learning and working environment that supports engagement, wellness, health, and school connectedness for students and staff. (Priority 6)

Goal 4: Life long learners

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

Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

Alta Vista High School

Support for Identified Schools

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

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

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

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

Monitoring and Evaluating Effectiveness

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

The MVLA will support AVHS in the monitoring, evaluation, and implementation of the CSI plan to meet accountability expectations. They will establish benchmarks set throughout the school year to support data analysis and reporting of CSI progress.

AVHS will implement a Plan, Do, Study, Act cycle to monitor the implementation and effectiveness of its strategies.

MVLA will support AVHS on their change ideas, including support with resources, allocations, tracking data, and supporting changes.

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

Goals and Actions

Goal

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Percentage of teachers who are fully credentialed and assigned to teach in areas of their specialization.	100%				100%
Algebra I GPA	Algebra I GPA MVHS Grades 9-12 GPA = 2.39 LAHS (Alg 9) GPA = 2.39				Algebra I GPA MVHS Grades 9-12 GPA = 2.55 LAHS (Alg 9) GPA = 2.55

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	LAHS Grade 10-12 GPA = 2.20				LAHS Grade 10-12 GPA = 2.55
The number of students completing Algebra II with C or better will increase each year.	All students = 89% Caucasians=96% Latino = 70%				All students = 93% Caucasians=96% Latino = 85%
Percentage of 11th grade students Meeting or Exceeding Standard on the English Language Arts (ELA) State Assessment (CAASPP)	ELA: 82.63%				ELA: 85%
Percentage of 11th grade students Meeting or Exceeding Standard on the Math State Assessment (CAASPP)	68.81%				Math: 75%
Number of Latino students being referred to SPED below 10%	Latino referrals to Special Ed 2016 MVHS = 32 2017 MVHS = 43 2018 MVHS = 37 2019 MVHS = 24 2016 LAHS = 51				MVHS = 18 LAHS = 30

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	2017 LAHS = 74 2018 LAHS = 40 2019 LAHS = 58				
Percent of classrooms with complete instructional materials as evidence	100%				100%
Percentage of English Learners making progress towards proficiency on the English Language Proficiency Assessments for California (ELPAC)	ELs ELPAC score 3 or 4 = 29.73% LTELs ELPAC score 3 or 4 = 45%				ELs = 35% LTELs = 55%
Percentage of English Learners reclassified to Fluent English Proficient (RFEP)	20.8%				30%
Percent of 11th graders meeting or exceeding SBAC ELA.	Caucasian = 96% Caucasian (Reg Ed only) = 97.5% Hispanic = 60% Hispanic (Reg Ed only) = 84.5% Hispanic & Special Ed (Resource) = 27%				Caucasian = at or above 97% Caucasian (Reg Ed only) = 98% Hispanic = at or above 75% Hispanic (Reg Ed only) = at or above 90%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>Hispanic & Special Ed (SDC) 20%</p> <p>Hispanic & SED = 48%</p> <p>Hispanic & RFEP = 62%</p> <p>African American = 83.5%</p> <p>Asian = 91.5%</p>				<p>Hispanic & Special Ed (Resource) = at or above 30%</p> <p>Hispanic & Special Ed (SDC) = at or above 40%</p> <p>Hispanic & SED = at or above 60%</p> <p>Hispanic & RFEP = at or above 75%</p> <p>African American = at or above 95%</p> <p>Asian = at or above 95%</p>
<p>Math State Assessment Average Distance from 'Standard Met' or 'Exceeded' on Mathematics Smarter Balanced Summative Assessment for grade 11</p> <p>Source: California School Dashboard</p>	<p>Caucasian [MV=81%, LA=83%]</p> <p>Caucasian (Reg Ed only) [MV=85%, LA=86%]</p> <p>Hispanic [MV=36%, LA=33%]</p> <p>Hispanic (Reg Ed only) [MV=60%, LA=56%]</p>				<p>Caucasian = at or above 85%</p> <p>Caucasian (Reg Ed only) = at or above 85%</p> <p>Hispanic = at or above 75%</p> <p>Hispanic (Reg Ed only) = at or above 75%</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>Hispanic & Special Ed (Resource) [MV=0%, LA=0%]</p> <p>Hispanic & Special Ed (SDC) [MV=13%, LA=0%]</p> <p>Hispanic & SED [MV=24%, LA=24%]</p> <p>Hispanic & RFEP [MV=38%, LA=23%]</p> <p>African American [MV=45%, LA=50%]</p> <p>Asian [MV=91%, LA=86%]</p>				<p>Hispanic & Special Ed (Resource) = at or above 60%</p> <p>Hispanic & Special Ed (SDC) = at or above 20%</p> <p>Hispanic & SED = at or above 50%</p> <p>Hispanic & RFEP = at or above 50%</p> <p>African American = at or above 75%</p> <p>Asian = at or above 90%</p>
Percent of students scoring 3 or higher in the Advanced Placement (AP) Exams)	86.3%				88%
Percentage of students in grades 10-12 enrolled in 1 or more Advanced Placement (AP) classes	<p>Caucasian [MV=43%, LA= 56%]</p> <p>Caucasian (Reg Ed only) [MV=58%, LA=59%]</p> <p>Hispanic [MV= 36%, 33%]</p>				<p>Caucasian [MV=50%, LA 60%]</p> <p>Caucasian (Reg Ed only) [MV=60%, LA=60%]</p> <p>Hispanic [MV= [50%, 50%]</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>Hispanic (Reg Ed only) [47%, 37%]</p> <p>Hispanic & SpEd (R/S) [6%, 1%]</p> <p>Hispanic & LEP [12%, 6%]</p> <p>Hispanic & SED [36%, 36%]</p> <p>Hispanic & RFEP [41%, 33%]</p> <p>African American [41%, 39%]</p> <p>Asian [62%, 65%]</p>				<p>Hispanic (Reg Ed only) [50%, 50%]</p> <p>Hispanic & SpEd (R/S) [8%, 3%]</p> <p>Hispanic & LEP [15%, 10%]</p> <p>Hispanic & SED [50%, 50%]</p> <p>Hispanic & RFEP [50%, 50%]</p> <p>African American [50%, 50%]</p> <p>Asian [62%, 65%]</p>
Percent of Special Ed resource students achieving 'Standard Met' or 'Exceeded' on the ELA SBAC	MVHS=34% LAHS = 45%				MVHS=50% LAHS = 50%
Percent of Special Ed resource students achieving 'Standard Met' or 'Exceeded' on the Math SBAC	MVHS=14% LAHS = 5%				MVHS=24% LAHS = 25%
Williams compliance: Teachers are appropriately assigned and fully	100%				100%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
credentialed.					
Special Education SDC students GPA	GPA = 2.45				GPA = 2.7
School facilities up to date and in good condition, with infrastructure to support the learning of students.	100%				100%
Percent of students successfully completing A-G	Caucasian = 85% Caucasian (Reg Ed only) = 86% Hispanic=50% Hispanic (Reg Ed only)=76% Hispanic & SpEd (R/S)=5% Hispanic & LEP=0% Hispanic & SED=38% Hispanic & RFEP=47% African American=49% Asian=89%				Caucasian = 8% Caucasian (Reg Ed only) = 90% Hispanic=60% Hispanic (Reg Ed only)=80% Hispanic & SpEd (R/S)=7% Hispanic & LEP=0% Hispanic & SED=55% Hispanic & RFEP=55% African American=80% Asian=90%

Actions

Action #	Title	Description	Total Funds	Contributing
1	High Quality Credentialed Teachers	Supporting students in the classroom with rigorous and scaffolded lessons, high-quality, credentialed teachers are necessary. Our teachers will be appropriately assigned and properly credentialed.		No

Action #	Title	Description	Total Funds	Contributing
2	Access to technology	All students will have access to a device and wi-fi. Our BYOD allows for all students to choose to their personal device or check out a quality Chromebook. If internet access is needed at home, students will be given a hotspot.	\$250,000.00	Yes
3	Inclusive Classrooms	Continue to support and where needed, increase the number of co-teaching classes at the sites to foster greater inclusion of students with disabilities in mainstream core classes.	\$345,600.00	No
4	Academic and Career Counseling	Maintain base academic and career counseling supports for students including scheduling guidance, mental health support/crisis intervention, suicide awareness, assistance with college applications, FAFSA support, and planning for credit recovery. Continue providing additional counseling supports to principally benefit unduplicated students including at-risk conferencing, campus visits, college and career awareness activities, summer school registration, college matriculation support, scholarship assistance, and prioritization of Homeless Youth and Foster Youth in registration and credit recovery.		No
5	Credit Recovery Options	Provide students who are off-track for graduation access and support to program options that accelerate their progress toward on-track status.	\$949,000.00	Yes
6	Exam Fee Support	Provide students access to Advanced Placement, PSAT, and SAT exams to ensure that no financial barriers prevent full participation.	\$5,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
7	Course team/department-level data-based decision-making	Use student data to provide interventions for struggling students in order to maintain academic success in the class, especially for low-income students, RFEP, and English Learners.		Yes
8	Intervention services	Intervention services will be provided for students who are either deemed at-risk or currently facing academic challenges, as well as English Learners who are struggling to acquire English. Intervention services may include summer school and extended year services as well as additional support within the school day. Extended day learning opportunities may be provided for some students. Services may occur within the student's assigned classroom or a separate classroom designed to support instruction.	\$230,400.00	Yes
9	Open Access	As we increase the diversity in our honors and AP classes, teachers will provide the scaffolding to help our students earn a C or better in class. This will strengthen our support for students who lack the basic skills to be successful in an academically challenging class.		
10	ELs at LAHS	Begin to add a coordinated program on LAHS to support its English Learners	\$76,800.00	Yes
11	Extended Learning Programs	Provide Summer School Programs that support students performing below standards in ELA and math. Language and Math Academies will support our incoming students in being prepared for high school. The academies will primarily be for incoming middle school students performing below standards in the areas of English and Math.	\$20,000.00	Yes
12	Culturally Relevant Education	Many of our classes have a Euro-centered view of the world, when half of our students do not see themselves reflected in the point of	\$25,000.00	No

Action #	Title	Description	Total Funds	Contributing
		view. Teachers will increase the amount of culturally diverse texts, lessons, and materials they use in the curriculum		
13	CTE	Continue to strategically examine CTE offerings and pathways. Possibly expand offerings to all for more access and success for our students.	\$2,183,000.00	No
14	Newcomer Academy	Implement a Newcomer Academy to increase access and support to the challenges the newcomers typically face. This will include, but not limited to, additional skill building support, psycho-education, social-worker support, basic technology training.	\$120,000.00	Yes
15	At-risk counselor	Provide an at-risk counselor to support our most vulnerable student population.	\$260,000.00	Yes

Goal Analysis [2021-22]

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

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

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

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

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

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

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

Goals and Actions

Goal

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

An explanation of why the LEA has developed this goal.

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

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

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

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Increase the number of parents participating in DELAC	Average of 30 participants				50 participants
Graduation rates for Hispanic LED and SED	MVHS Hispanic & LEP - 43% Hispanic & SED = 73%				MVHS Hispanic & LEP - 50% Hispanic & SED = 80%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	LAHS Hispanic & LEP - 75% Hispanic & SED = 100%				LAHS Hispanic & LEP - 80% Hispanic & SED = 100%
Percent of Students Suspended as measured on the CA School Dashboard	60% Latinx 9% Asian 17% White students				30% Latinx 9% Asian 17% White students
Percent of students chronically absent - reduction of district average below county (8.8%) and state (12.0%) averages	MVLA: 9.6%				MVLA: 8.6%

Actions

Action #	Title	Description	Total Funds	Contributing
1	Strengthen ongoing collaboration with Partner District	Strengthen ongoing collaboration with our two Partner Districts, Mountain View Whisman and Los Altos Elementary to ensure common expectations with respect to academic performance and behavior, appropriate vertical alignment of curriculum, as well as increasing consistency as much as possible, across the three districts, in best practices, interventions, instructional strategies, grading, and acquisition of academic vocabulary.	\$15,000.00	No
2	Promote parent participation of individuals with exceptional needs	Provide workshops to support education and awareness for students with exceptional needs Individual 504, SST, and/or IEP meetings to monitor progress and develop educational goals and plans for the students.		Yes

Action #	Title	Description	Total Funds	Contributing
4	Community Outreach Specialist	Create a district-level position that will serve as a thought partner to community stakeholders while aligning internal supports to ensure community responsiveness. The position reports to the Superintendent and coordinates the design and implementation of engagement strategies with the close support of MVLA departments and school sites.	\$255,000.00	No
5	LatinX engagement	Expand the number of participants engaged in meaningful and empowering ways in our ELAC, DELAC, Latino Parent Outreach (LPO), La LUCHA, and PIQE. Provide additional parent information meetings for all newly enrolled English Learner students in their primary language. Provide parent series and workshops on relevant topics.	\$25,000.00	Yes
6	Increase Parent Involvement at the district and site level	Recruit parents and community members to actively participate in: District Advisory Committee, District English Language Advisory Committee (DELAC), School Site Councils, School Foundations and Parent Teacher Association, LCAP Advisory Committee. and other site and district level committees, programs, and events		No
7	Outreach and communications	Continue with the ongoing and consistent communication at the district and site level with the parents and community members via our Robocalls and mass emails by the district and all school sites for major events, weekly principal newsletters weekly district newsletters, social media, live streaming, and the school district website. Increase meaningful outreach to all stakeholders using a range of communication strategies, including web presence, social media, messaging, and school-based presentations and activities via our Community Outreach Specialist.		No

Action #	Title	Description	Total Funds	Contributing
8	Recruit parents of students in the Focus Area Student Groups ELs, Low Income, and Foster Youth	Make additional efforts to recruit parents representing unduplicated pupil groups to serve on by personally inviting parents and holding meetings at different times based on parents' needs: District Advisory Committee (DAC), School Site Council, Parent Organizations such as Foundations, PTSA, etc., District English Language Advisory Committee (DELAC), English Language Advisory Committee (ELAC)		Yes
9	Student involvement	Create meaningful opportunities for student engagement to give them agency and empowerment in their education which understanding their needs and successes.		No

Goal Analysis [2021-22]

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

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

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

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

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

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

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

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

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

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

Goals and Actions

Goal

Goal #	Description
3	Safety & Wellness Provide a healthy, safe, secure, and respectful learning and working environment that supports engagement, wellness, health and school connectedness for students and staff. (Priority 6)

An explanation of why the LEA has developed this goal.

The targeted services and supports are in need at MVLA and have increased during the time of school closures and distance learning. Stakeholders input has emphasized the importance of providing wrap-around services for students at the individual level, with a particular focus on students groups with the highest needs. Input has also informed the specific inclusion of multiple forms of support in the goal, with mental and physical health being a key priority across stakeholder groups. This goal also aligns to the district's current efforts to implement an effective Multi-Tiered System of Supports (MTSS) across all schools. The goal speaks to the provision of effective Tier 2 and 3 supports that are specific to identified student needs. Effectively using data to identify specific student needs and connecting them to the appropriate resources/services is necessary to ensure their access to standards-aligned instruction and support them in becoming college and career ready.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Percent of classrooms and campuses that are properly maintained and clean.	100%				100%
Percentage of students who attended school 96% of the time or more.	2019-20: 85% 2020-21: 92%				94%
Percentage of students who are	2019-20 = 6% 2020-21 = 4%				3%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
chronically absent (absent for 10% of more of the total instructional days).					
Percentage of students suspended 1 or more times during the school year	2020-21 = 2 total suspensions (1 = LatinX 1= white). 2019-20 = 32 suspensions (23 = LatinX, 5 = Asian, 1 = multiple 3 = white).				Below 25 suspensions proportionally distributed.
Percentage of positive responses in the areas of 'safety' and 'connectedness' (Belonging)	In 2019-20 9th-grade = 68% 11-grade= 64% LatinX students (9th-graders = 61% 11th-graders = 61% Not English Proficient students 9th-graders=61%, 11th-graders=53% SED 9th-graders=57%, 11th-graders=54% LGBTQIA 9th-graders=65%, 11th-graders=54%				9th-grade = 78% 11-grade= 74% LatinX students (9th-graders = 71% 11th-graders = 71% Not English Proficient students 9th-graders=71%, 11th-graders=63% SED 9th-graders=67%, 11th-graders=64% LGBTQIA 9th-graders=75%, 11th-graders=64%

Actions

Action #	Title	Description	Total Funds	Contributing
1	Professional Development on SEL	Continue the support of professional development for all staff on social and emotional learning (SEL) strategies and structures for relationship building and safe and supportive environments in order to reinforce the social and emotional capacities of all adults who work with youth. Utilize IST and course teams to deepen this support and work into the classroom level.		No
2	Clinical counselors	Provide services to all students who are in need of those services. To strengthen this work, we will better define our roles, practices and services.	\$600,000.00	No
3	In-take Coordinator	Refine the intake coordinator process, intakes asses and delineating referrals to the correct persons (therapist, admin, school counselor, etc.).	\$120,000.00	No
4	Intervention and Supports specific to English Learners	Establish and grow an EL Newcomer Academy with a dedicated Community Services Agency case manager and push-in psycho-education.	\$110,000.00	Yes
5	Parent Engagement	Create activities, spaces and opportunities to connect with parents as partners in their children's education within the lens of wellness and social-emotional learning.	\$13,000.00	No
6	Social Emotional Learning (SEL) integration	Explore how to integrate Social-Emotional Learning in order to enhance social-emotional programs and support. This may include counseling model, modules, advisory period, etc. We want to ensure support for families and students in need while increasing connections		No

Action #	Title	Description	Total Funds	Contributing
		with community-based organizations to both promote a positive school climate and meet the intervention needs of students.		
7	Intervention programs	Support school site and districtwide intervention programs, including the use of supplemental materials and intervention services, to increase the achievement of all students and identified subgroups. This includes all levels (Tier 1, 2, 3).		Yes
8	Campus	Ensure safe and nurturing campuses through ongoing training, monitoring and support of district-wide programs and processes.		No
9	Gender Support Plan	Refine and implement our Gender Support Plan in order to create a shared understanding among school staff, parents and a student about the ways in which the student's authentic gender will be accounted for and supported at school.		No
10	Behavior Intervention Pathways	Create pathways or options for students who have behavioral or discipline issues to learn, grown, and repair, rather than just have a consequence.		Yes
11	Crisis Response Protocols	Establishing our Crisis Response Protocols.	\$8,000.00	No
12	Inclusion Activities	Expanding Inclusion Activities in the classroom and on-campus activities.	\$200,000.00	No
13	Bus Passes	Provide bus passes to students in need so they can access our schools without impact on their families finances.	\$5,000.00	Yes

Goals and Actions

Goal

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

An explanation of why the LEA has developed this goal.

Analysis of student data from various sources shows that while the majority of our students are successful in their classes, our Latino population is disproportional in their success. Stakeholder input from our Latino population has also emphasized the need for coherence and consistency across the district and the expectation that all students should have equitable access to a high-quality educational experience and the need to support our staff with strengthening and expanding their scaffolding and intervention strategies for struggling learners and their cultural understanding across multiple cultures.

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

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

Measuring and Reporting Results

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

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
areas of their specialization					
Graduation rates for Hispanic LED and Hispanic SED	MVHS Hispanic & LEP - 43% Hispanic & SED = 73% LAHS Hispanic & LEP - 75% Hispanic & SED = 100%				MVHS Hispanic & LEP - 43% Hispanic & SED = 73% LAHS Hispanic & LEP - 75% Hispanic & SED = 100%
Percent of students chronically absent - reduction of district average below county (8.8%) and state (12.0%) averages	MVLA: 9.6%				MVLA: 8.6%
Percent of students reporting that they feel connected to the school (based on the California Healthy Kids Survey)	Freshmen 68% Juniors 64%				Freshmen 78% Juniors 78%
Number of co-taught classes on each campus as evidenced by district records	9 classes				10 classes
100% of classrooms will have complete instructional materials as evidence by district records.	100%				100%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Percent of Students Suspended as measured on the CA School Dashboard	60% Latinx 9% Asian 17% White students				30% Latinx 9% Asian 17% White students

Actions

Action #	Title	Description	Total Funds	Contributing
1	Professional Learning Vision	Create a comprehensive professional learning system/plan that sets the staff up to reach a 3-year goal in professional learning which includes support and learning anchored in equity and Tier 1 MTSS strategies.		No
2	Instructional Support Team	Teacher Induction Program for beginning teachers to not only clear their credential, but are provided with a coach and mentor through our Instructional Support Team. In addition, IST will support teacher professional development.	\$540,000.00	No
3	Anti-bias/Anti-racism Professional Learning	To actualize equity, access, and social justice for all students, especially those who are most marginalized and impacted by systemic racism, the district aims to provide ongoing professional learning opportunities for all staff. Professional learning that deepens self-awareness and anti-racist capacity will ensure that there is common district messaging, understanding, and approach to dismantling systemic policies and practices that perpetuate disparate and disproportionate student outcomes. Anti-bias/Anti-racism professional learning to include, but not be limited to the following topics: Racial/cultural identities & stereotypes, implicit bias, microaggressions, dynamics of privilege & power, cultural competency and cultural humility, dismantling systems of oppression and racism, and restorative justice principles & practices.	\$100,000.00	No

Action #	Title	Description	Total Funds	Contributing
4	Partner-school collaboration	Work collaboratively with educators and administrators from our partner districts to create strong programs for Special Education students, our at-promise and ensure vertical alignment in course content, skills, assessment and expectations, as well as ensuring a smooth transition from 8th grade to high school.	\$10,000.00	Yes
5	Continued PD	Provide ongoing professional development for SPED and General Ed teachers through common preps, retreats, and coaching.	\$60,000.00	No
6	Collaboration	Provide time each week for teachers to collaborate with peer on approaches to improving student achievement. Activities during collaborative time include review of student data, assessment of student work, and planning of instruction to meet student needs, in particular the needs of unduplicated students and other target student groups.	\$10,000.00	Yes
7	SPED and Wellness	Continue collaboration between SPED Department and Wellness Program to identify "school avoiders" and provide individualized services. Examine and implement site Tier II and Tier III services to address the needs of students with serious conduct disorders and therapeutic needs.	\$13,000.00	No
8	Curriculum Institute (CI)	Provide clear and supportive guidelines for staff in curriculum institute that allows for summer work and collaboration, course team retreats, and staff attending conferences.	\$170,000.00	No
9	Classified Professional Development Plan.	Work and collaborate with our classified staff to provide professional training in the areas that supports their areas of needs.		No

Action #	Title	Description	Total Funds	Contributing
10	Tier 1 Interventions	Provide professional development to support early intervention strategies and programs.		Yes
11				No
12	Special Education Collaboration	Increase districtwide special education program collaboration with specific groups, expand and implement reading program for special education students, support and fully implement co-teaching/collaboration delivery model.		No
13	Professional Learning specific to instruction for English Learners	Create opportunities of professional learning that support our ELs and RFEPS to access common core and ELD standards.		Yes
14	Culturally Relevant Education	Increase the culturally relevant and diverse texts and lessons used in class.		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.

Goals and Actions

Goal

Goal #	Description
5	

An explanation of why the LEA has developed this goal.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24

Actions

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.

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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.

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
%	

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.

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

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

Goal 1:

- Induction for beginning teachers (Goal 1: Action 1)
- Technology and technology support for the classroom, Chromebook check out, hotspot hand out (Goal 1: Action 2)
- Staff professional development (Goal 1: Action 3)
- On-Site Counseling Services, college and career staff and outreach (Goal 1: Action 4)
- Support class, counselor outreach, online program tailored for student (Goal 1: Action 5)
- Financial waivers (Goal 1: Action 6)
- Staff professional development, collaboration time (Goal 1: Action 7)
- Intervention Specialists, Summer School, support classes, tutors, therapists, (Goal 1: Action 8)
- Full access to courses, including electives and CTE pathways, staff professional development (Goal 1: Action 9)
- Support staff, professional development (Goal 1: Action 10)

- Summer School, support classes, Online supplemental academic support programs, Student Activities to promote engagement (Goal 1: Action 11)

Goal 2:

- Set up a yearly meeting schedule and agenda items targets towards discussing unduplicated students. (Goal 2: Action 1)
- Multiple methods of Parent Communication (Goal 2: Action 2)
- Parent education and engagements to listen and learn (Goal 2: Action 4)
- Multiple opportunities for community, parent, and school events (Goal 2: Action 5)
- Multiple opportunities for community, parent, and school events (Goal 2: Action 6)
- Multiple methods of Parent Communication (Goal 2: Action 7)
- Multiple methods of Parent Communication (Goal 2: Action 8)
- Surveys in multiple languages and collect demographics so we can disaggregate feedback (Goal 2: Action 9)

Goal 3:

- Staff professional development, collaboration time (Goal 3: Action 1)
- On-Site Mental Health Counseling Services (Goal 3: Action 2)
- Safety, security, mental health referral, and distribution services (Goal 3: Action 3)
- English Learner curriculum, teachers, aides, supplies, activities, and services (Goal 3: Action 7 and Action 4)
- Multiple methods of Parent Communication (Goal 3: Action 5)
- Staff professional development, collaboration time (Goal 3: Action 6)
- Student Support Services, including counseling, school liaisons (Goal 3: Action 7)
- School Liaisons, safety and security services (Goal 3: Action 8)
- Student Support Services, including counseling, school liaisons (Goal 3: Action 9)
- Student Support Services, including counseling, school liaisons (Goal 3: Action 10)

Goal 4:

- Staff professional development (Goal 4: Action 1)
- Staff coaching (Goal 4: Action 2)
- Staff professional development, collaboration time (Goal 4: Action 3)
- Targets agenda meetings (Goal 4: Action 4)
- Staff professional development, collaboration time (Goal 4: Action 5)
- Provide collaboration time (Goal 4: Action 6)
- Staff professional development (Goal 4: Action 7)
- Staff professional development (Goal 4: Action 8)
- Staff professional development (Goal 4: Action 9)
- Staff professional development (Goal 4: Action 10)

All actions and expenditures of funds marked as contributing to increased or improved services were developed focusing on the needs, conditions, or circumstances of our unduplicated population to further provide the support that best meets the identified need. All actions