

**CA Dashboard LEA Local Indicators - MVLA  
August 24, 2024**

**Priority 1 - Appropriately Assigned Teachers, Access to Curriculum Aligned Instructional Materials, and Safe, Clean and Functional School Facilities**

This is the submission form for the local educational agency (school district, charter school, and county office of education) to complete on the local performance indicator for appropriately assigned teachers, access to curriculum-aligned instructional materials, and safe, clean and functional school facilities (Priority 1).

**Standard:** Local educational agency annually measures its progress in meeting the Williams settlement requirements at 100% at all of its school sites, as applicable, and promptly addresses any complaints or other deficiencies identified throughout the academic year, as applicable; and provides information annually on progress meeting this standard to its local governing board and to stakeholders and the public through the California School Dashboard (Dashboard).

**Instructions:** Local educational agency uses locally available information, including data currently reported through the School Accountability Report Card, and determines whether it report the results to its local governing board and through the self-reflection tool below.

All fields marked with an asterisk (\*) are required

**Number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home: \***

0/0%

**Number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies): \***

0

**Criteria:**

**Optional: Provide any additional information that the local educational agency believes is relevant to understanding its progress on meeting the requirements for appropriately assigned teachers, access to curriculum-aligned instructional materials, and safe, clean, and functional school facilities.**

*Text limit is 1500 characters*

## Priority 2 - Implementation of State Academic Standards

This is the submission form for the local educational agency (school district, charter school, and county office of education) to complete on the local performance indicator for the implementation of state academic standards (Priority 2).

**Standard:** Local educational agency annually measures its progress implementing state academic standards and reports the results to its local governing board at a regularly scheduled meeting of the local governing board and to stakeholders and the public through the California School Dashboard (Dashboard).

**Instructions:** Local educational agency measures its progress using one of the self-reflective tools below and reports the results to its local governing board at a regularly scheduled meeting and through the Dashboard.

Local educational agencies may provide a narrative summary of their progress in the implementation of state academic standards based on locally selected measures or tools (Option 1). Alternatively, local educational agencies may complete the optional reflection tool (Option 2).

All fields marked with an asterisk (\*) are required

### Option 2: Reflection Tool

**1. Rate the local educational agency's progress in providing professional learning for teaching to the recently adopted academic standards and/or curriculum frameworks identified below.**

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

Content Area	1	2	3	4	5
English Language Arts – Common Core State Standards for English Language Arts					x
English Language Development (Aligned to English Language Arts Standards)				x	
Mathematics – Common Core State Standards for Mathematics					x
Next Generation Science Standards					x
History-Social Science					x

**2. Rate the local educational agency's progress in making instructional materials that are aligned to the recently adopted academic standards and/or curriculum frameworks identified below available in all classrooms where the subject is taught.**

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

<b>Content Area</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
English Language Arts – Common Core State Standards for English Language Arts					x
English Language Development (Aligned to English Language Arts Standards)					x
Mathematics – Common Core State Standards for Mathematics					x
Next Generation Science Standards					x
History-Social Science					x

**3. Rate the local educational agency's progress in implementing policies or programs to support staff in identifying areas where they can improve in delivering instruction aligned to the recently adopted academic standards and/or curriculum frameworks identified below (e.g., collaborative time, focused classroom walkthroughs, teacher pairing)**

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

<b>Content Area</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
English Language Arts – Common Core State Standards for English Language Arts					x
English Language Development (Aligned to English Language Arts Standards)					x
Mathematics – Common Core State Standards for Mathematics					x
Next Generation Science Standards					x
History-Social Science					x

## Other Adopted Academic Standards

4. Rate the local educational agency's progress implementing each of the following academic standards adopted by the State Board of Education for all students.

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

Content Area	1	2	3	4	5
Career Technical Education					x
Health Education Content Standards					x
Physical Education Model Content Standards					x
Visual and Performing Arts					x
World Language					x

## Support for Teachers and Administrators

5. Rate the LEA's success at engaging in the following activities with teachers and school administrators during the prior school year (including the summer preceding the prior school year).

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

Content Area	1	2	3	4	5
Identifying the professional learning needs of groups of teachers or staff as a whole					x
Identifying the professional learning needs of individual teachers					x
Providing support for teachers on the standards they have not yet mastered					x

### Criteria:

**Optional: Provide any additional information that the local educational agency believes is relevant to understanding its progress on meeting the requirements for implementation of state academic standards.**

*Text is limited to 1500 characters*

The MVLA District fully commits to implementing the Common Core State Standards (CCSS) and Next Generation Science Standards (NGSS). We've invested significant resources in this endeavor, including dedicated staff, professional development, and curriculum support.

Our team of four Teachers on Special Assignments (TOSAs) collaborates closely with teachers to ensure the successful integration of these standards. The Curriculum Institute provides ongoing professional learning opportunities, empowering teachers to implement effective instructional strategies aligned with CCSS and NGSS.

Through strategic resource allocation and a focus on teacher growth, MVLA is dedicated to providing students with a high-quality education that prepares them for success.

## Priority 3 - Parent Engagement

This is the submission form for the local educational agency coordinator (school district, charter school, and county office) to complete on the local performance indicator for parent engagement (Priority 3).

**Standard:** The local educational agency (LEA) annually measures its progress in: (1) seeking input from parents in decision making; and (2) promoting parental participation in programs, and reports the results to its local governing board at a regularly scheduled meeting and to stakeholders and the public through the California School Dashboard (Dashboard).

**Criteria:** The LEA will assess its performance on a (Met, Not Met, or Not Met for Two or More Years) scale.

**Evidence:** The LEA measures its progress using the self-reflection tool included in the Dashboard, and reports these results to its local governing board at a regularly scheduled meeting and through the local data selection option in the Dashboard

**Introduction:** This self-reflection tool is organized into three sections. Each section includes promising practices in family engagement:

1. Building Relationships between School Staff and Families
2. Building Partnerships for Student Outcomes
3. Seeking Input for Decision-making

LEAs use this self-reflection tool to reflect on its progress, successes, needs and areas of growth in family engagement policies, programs, and practices. This tool will enable an LEA to engage in continuous improvement and determine next steps to make improvements in the areas identified.

The results of the process should be used to inform the LCAP and the development process, to assess prior year goals, actions and services as well as to plan or modify future goals, actions, and services in the LCAP.

**Instructions:** For each statement below:

1	Identify the diverse stakeholders that need to participate in the self-reflection process in order to ensure input from all groups of families, staff and students in the LEA, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.
2	Engage stakeholders in determining what data and information will be considered to complete the self-reflection tool. LEAs should consider how the practices apply to families of all student groups, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.
3	Based on the analysis of data, identify the number which best indicates the LEA's current stage of implementation for each practice using the following rating scale: 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability
4	Write a brief response to the prompts following each of the three sections.
5	Use the information from the self-reflection process to inform the LCAP and the LCAP development process, as well as the development of other school and district plans.

All fields marked with an asterisk (\*) are required

# Building Relationships Between School Staff & Families

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

	1	2	3	4	5
<b>1. Rate the LEA’s progress in developing the capacity of staff (i.e. administrators, teachers, and classified staff) to build trusting and respectful relationships with families. *</b>					x
<b>2. Rate the LEA’s progress in creating welcoming environments for all families in the community. *</b>					x
<b>3. Rate the LEA’s progress in supporting staff to learn about each family’s strengths, cultures, languages, and goals for their children. *</b>					x
<b>4. Rate the LEA’s progress in developing multiple opportunities for the LEA and school sites to engage in 2-way communication between families and educators using language that is understandable and accessible to families. *</b>					x

## Building Relationships Dashboard Narrative Box

**1. Based on the analysis of educational partner input and local data, briefly describe the LEA’s current strengths and progress in Building Relationships Between School Staff and Families. \***

*Text is limited to 3000 characters*

MVLA prioritizes building strong relationships with families. Our commitment is evident in various initiatives designed to enhance parent involvement.

The Parent Ed Workshop Series, sponsored by the MVLA Parent Foundation, offers a platform for parents to learn and connect. Topics range from social-emotional support to college preparation. The Family Partnership Council further strengthens communication and collaboration between families and the district.

Recognizing the diverse needs of our community, we provide translation services and partner with organizations like PIQE to offer culturally relevant parent education. Over 450 families have benefited from this program.

All MVLA schools strive to create welcoming environments for every family. Our website, emails, and printed materials are available in English and Spanish. We also offer 24/7 translation services through LanguageLine and have multilingual staff to support diverse communication needs.

MVLA is committed to creating a strong educational partnership with our community by prioritizing family engagement and building trust.

**2. Based on the analysis of educational partner input and local data, briefly describe the LEA’s focus area(s) for improvement in Building Relationships Between School Staff and Families. \***

*Text is limited to 3000 characters*

MVLA is dedicated to fostering strong partnerships with families. To enhance our outreach efforts, we created the Community Outreach Specialist position. This role, along with the collaborative efforts of our entire staff, focuses on building stronger connections between school staff and families.

Our primary goal is to promote growth, engagement, and collaboration within parent organizations like ELAC, DELAC, and PSTA. We are particularly committed to strengthening relationships with our Latinx families. By creating an inclusive and welcoming environment for all, we aim to build lasting partnerships that enhance the educational experience for our students.

**3. Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Building Relationships Between School Staff and Families.\***

*Text is limited to 3000 characters*

MVLA is committed to enhancing the engagement of underrepresented families, a goal identified through our rigorous self-reflection process. To achieve this, we will leverage the expertise of our dedicated Community Outreach Specialist, who will actively collaborate with and assist parent organizing efforts while spearheading outreach initiatives.

We are committed to providing all necessary resources and materials, ensuring they are translated, culturally sensitive, and supportive. This approach ensures that families from diverse backgrounds can readily access and benefit from the information and services offered.

By fostering a sense of belonging and ensuring that every member of our MVLA family feels valued and supported, we aim to create an inclusive community where everyone can engage fully and thrive.

# Building Partnerships for Student Outcomes

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

	1	2	3	4	5
5. Rate the LEA’s progress in providing professional learning and support to teachers and principals to improve a school’s capacity to partner with families.*				x	
6. Rate the LEA’s progress in providing families with information and resources to support student learning and development in the home. *				x	
7. Rate the LEA’s progress in implementing policies or programs for teachers to meet with families and students to discuss student progress and ways to work together to support improved student outcomes. *					x
8. Rate the LEA’s progress in supporting families to understand and exercise their legal rights and advocate for their own students and all students. *					x

## Building Partnerships Dashboard Narrative Box

1. Based on the analysis of educational partner input and local data, briefly describe the LEA’s current strengths and progress in Building Partnerships for Student Outcomes.\*

*Text is limited to 3000 characters*

MVLA is dedicated to actively involving all families within our school community. We recognize the value of engaging parents, enabling them to gain insights into our schools, become active participants in our educational community, and collaborate with school staff to support student success.

To facilitate this engagement, we have established various parent groups, allowing parents to become acquainted with our schools and play an integral role in our community. These groups include the PTSA, Booster organizations, the Latino Parent Organization, ELAC (English Language Advisory Committee), Tea Time (for Asian families), and the MVLA Parent Foundation. Our school staff is pivotal in connecting families with at least one of these parent groups.

To further support our families, our Parent Outreach Coordinators specifically focus on immigrant families, conducting conferences throughout the academic year. These conferences offer parents the flexibility to schedule meetings during the school day or after school hours, ensuring accessibility and convenience. Interpretation services are readily available in any language to facilitate effective communication.

In addition to these efforts, our school counselors meet with families during a student's freshman and senior years, providing guidance and support. Parents are also encouraged to schedule counseling meetings to address specific concerns or questions.

Moreover, we recently introduced a Community Outreach Specialist whose primary objective is strengthening our partnership with families. This role underscores our unwavering commitment to fostering positive relationships and ensuring every family feels valued and fully engaged in the MVLA educational journey.



**2. Based on the analysis of educational partner input and local data, briefly describe the LEA’s focus area(s) for improvement in Building Partnerships for Student Outcomes.\***

*Text is limited to 3000 characters*

We remain dedicated to identifying opportunities for ongoing professional development among our staff, specifically with the goal of enhancing our connections with families. This is an area where we are committed to continuous improvement and growth.

**3. Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Building Partnerships for Student Outcomes.\***

*Text is limited to 3000 characters*

MVLA is actively committed to advancing our growth in the identified focus area. To achieve this, we will:

**Facilitate Training Opportunities:** Provide our support staff with access to county-level programs. This training will enable them to offer Spanish interpretation during formal settings like 504 or IEP meetings, ensuring effective communication and understanding.

**Implement Teacher Training:** Conduct training sessions for our teachers on using LanguageLine during parent-teacher conferences. This resource will enhance our educators' ability to bridge language barriers and facilitate meaningful discussions with families.

**Promote Staff/Family Partnerships:** Maintain our steadfast commitment to highlighting the importance of staff/family partnerships and continue to encourage outreach efforts. This approach underscores our dedication to strengthening relationships between our staff and families.

## Seeking Input for Decision-Making

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

	1	2	3	4	5
<b>9. Rate the LEA's progress in building the capacity of and supporting principals and staff to effectively engage families in advisory groups and with decision-making. *</b>					x
<b>10. Rate the LEA's progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making. *</b>					x
<b>11. Rate the LEA's progress in providing all families with opportunities to provide input on policies and programs, and implementing strategies to reach and seek input from any underrepresented groups in the school community. *</b>					x
<b>12. Rate the LEA's progress in providing opportunities to have families, teachers, principals, and district administrators work together to plan, design, implement and evaluate family engagement activities at school and district levels. *</b>					x

## Seeking Input for Decision-Making Dashboard Narrative Boxes

**1. Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Seeking Input for Decision-Making. \***

*Text is limited to 3000 characters*

Our school sites and district office actively seek input from various parent groups to ensure families have a voice in decision-making processes.

One significant measure of parent input is our collaboration with English Language Learner Advisory (ELAC) groups at the individual school sites, the District English Language Learner Advisory Committee (DELAC), and the Parent Teacher Student Association (PTSA). Each school maintains active ELAC groups and hosts quarterly meetings, providing families with a platform to contribute their insights. To ensure inclusivity, these meetings offer translation services. Elected officers within the ELAC groups play a crucial role in representing parent perspectives in various forums, including the School Site Council, DELAC, Family Partnership Council, and other parent-focused discussions.

Additionally, we utilize surveys administered through platforms like Google Forms and ThoughtExchange to gather input from parents, staff, and students. The feedback collected through these surveys plays a vital role in shaping our support strategies for schools, especially during distance learning periods. This collaborative approach underscores our commitment to involving all stakeholders in shaping the direction and priorities of our educational community.

**2. Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Seeking Input for Decision-Making. \***

*Text is limited to 3000 characters*

A focus area of growth for seeking input for decision-making is to ensure our underrepresented family's input is being collected,

**3. Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Seeking Input for Decision-Making. \***

*Text is limited to 3000 characters*

Based on the analysis of educational partner input and local data, the MVLA will implement several strategies to improve the engagement of underrepresented families identified during the self-reflection process in relation to Seeking Input for Decision-Making.

Tailoring outreach: Implementing culturally responsive strategies to reach families through preferred communication channels and languages.

Building trust: Fostering relationships based on mutual respect and understanding through open dialogue and community events.

Providing accessible platforms: Creating opportunities for families to share input and concerns, such as family advisory councils and online surveys.

Offering support services: Providing resources like translation and childcare to remove barriers to participation.  
Measuring impact: Regularly assessing engagement efforts to identify areas for improvement and celebrate successes.

## Priority 6 - School Climate

This is the submission form for the local educational agency (LEA) coordinator (school district, charter school, and county office) to complete on the local performance indicator for school climate (Priority 6).

**Standard:** The LEA administers a local climate survey at least every other year that provides a valid measure of perceptions of school safety and connectedness, such as the California Healthy Kids Survey, to students in at least one grade within the grade span(s) that the LEA serves (e.g., K–5, 6–8, 9–12), and reports the results to its local governing board at a regularly scheduled meeting of the local governing board and to stakeholders and the public through the California School Dashboard.

**Evidence:** The LEA administers a survey, as specified, and reports the results to its local governing board and through the local data selection option in the Dashboard.

**Instructions:** LEAs will provide a narrative summary of the local administration and analysis of a local climate survey that captures a valid measure of student perceptions of school safety and connectedness in at least one grade within the grade span (e.g., K–5, 6–8, 9–12) in a text box provided in the California School Dashboard. LEAs will have an opportunity to include differences among student groups, and for surveys that provide an overall score, such as the California Healthy Kids Survey, report the overall score for all students and student groups. This summary may also include an analysis of a subset of specific items on a local survey and additional data collection tools that are particularly relevant to school conditions and climate. The following are suggested guiding questions to help frame the narrative summary:

DATA	MEANING	USE
Reflect on the key learnings from the survey results and share what the LEA learned.	What do the disaggregated results (if applicable) of the survey and other data collection methods reveal about schools in the LEA, such as areas of strength or growth, challenges, and barriers?	What revisions, decisions, or actions has, or will, the LEA implement in response to the results for continuous improvement purposes? Why? If you have already implemented actions, did you see the results you were seeking?

## Summary of School Climate Results

*Text is limited to 3000 characters*

MVLA conducts the California Healthy Kids Survey (CHKS) every other year, with the most recent administration taking place in October 2023 among all 9th and 11th graders. The next administration is scheduled for October 2024. Here is a summary of the data:

**School Connectedness:** In terms of school connectedness, 69% of 9th graders (a 2% increase from 65% in 2022) and 70% of 11th graders (a 5% increase from 65% in 2025) reported feeling connected to the school. Indicators of school connectedness include feeling close to peers, happiness at school, and a sense of belonging.

**Academic Motivation:** Regarding academic motivation, 71% of 9th graders (a 3% decrease from 68% in 2022) and 69% of 11th graders (a 2% increase from 67% in 2022) reported being academically motivated. Indicators for this domain encompass efforts to excel in schoolwork, intrinsic interest in learning, and a commitment to understanding new concepts.

**Caring Adult Relationships:** In terms of caring adult relationships, 71% of 9th graders (a 3% increase from 68% in 2022) and 69% of 11th graders (a 2% decrease from 69% in 202) reported having a caring adult relationship. Indicators in this domain include the presence of adults at school who genuinely care and take notice of students' well-being.

**High Expectations:** When it comes to high expectations, 74% of 9th graders (a 1% decrease from 75% in 2022) and 79% of 11th graders (a 4% increase from 75% in 2022) reported feeling held to high expectations. Indicators in this category include teachers or adults acknowledging excellence, consistently expecting the best, and believing in students' potential for success.

**Meaningful Participation:** 28% was consistent with 9th graders reporting between 2022 and 2024. 35% of 11th graders (an 8% increase from 27% in 2022) reported having meaningful participation. This entails engaging in interesting activities, contributing to decisions like class activities or rules, and making a positive impact.

**Interpretation:** The data indicates that MVLA experienced a decrease in most areas for both 9th and 11th graders, with the exceptions being safety, meaningful participation, high expectations, and caring adult relationships.

**Utilization:** MVLA utilizes this data to identify and assess student needs, incorporating the results into our WASC Goals, LCAP (Local Control and Accountability Plan), and SPSA (Single Plan for Student Achievement). This informs the development and implementation of plans and actions aimed at enhancing school climate to support student learning.

## Priority 7 - Access to a Broad Course of Study

**Standard:** Local educational agencies (LEAs) annually measure their progress in the extent to which students have access to, and are enrolled in, a broad course of study that includes the adopted courses of study specified in the California Education Code for Grades 1-6 and Grades 7-12, as applicable, including the programs and services developed and provided to unduplicated students and individuals with exceptional needs, and report the results to their local governing board at regularly scheduled meetings of the local governing board and to stakeholders and the public through the Dashboard.

**Evidence:** The LEA responds to the self-reflection tools as specified and reports the results to its local governing board and through the local data selection option in the Dashboard.

### Approach for Self-Reflection Tool to Use as Evidence

LEAs provide a narrative summary of the extent to which all students have access to and are enrolled in a broad course of study by addressing, at a minimum, the following four prompts:

**1. Briefly identify the locally selected measures or tools that the LEA is using to track the extent to which all students have access to, and are enrolled in, a broad course of study, based on grade spans, unduplicated student groups, and individuals with exceptional needs served.**

*Text is limited to 1500 characters*

In our effort to ensure all students have equitable access to a comprehensive course of study, we scrutinize several key metrics. This ongoing review of local indicators includes the collection and analysis of data related to Career Technical Education (CTE), Advanced Placement (AP) courses, Algebra II enrollment, and completion of a-g course requirements.

Annually, we conduct an examination of data through the California Basic Educational Data System (CBEDS) each October. This process enables us to thoroughly assess total enrollment in various courses across our district. The outcomes of these analyses are compiled into annual data reports, which are shared with our school sites and presented to the Board of Trustees, providing a comprehensive overview of the data.

Additionally, we analyze our Master Schedules to compare course offerings at our comprehensive school sites. Throughout this process, we disaggregate the data to understand enrollment patterns among diverse student groups. This includes examining enrollment among English Learners, Reclassified English Learners, socioeconomically disadvantaged students, Students with Disabilities, and various ethnic groups.

By meticulously analyzing these metrics, we aim to identify and address any disparities, ensuring that all students have equal opportunities to succeed.

**2. Using the locally selected measures or tools, summarize the extent to which all students have access to, and are enrolled in, a broad course of study. The summary should identify any differences across school sites and student groups in access to, and enrollment in, a broad course of study. LEAs may describe progress over time in the extent to which all students have access to, and are enrolled in, a broad course of study.**

*Text is limited to 1500 characters*

MVLA offers a wide range of courses to ensure diverse options for every student. A-G completion is a top priority, with MVLA closely monitoring this data annually. The goal is to surpass an 85% a-g completion rate, and MVLA currently maintains an 80% rate.

Both LAHS and MVHS have 80% a-g completion rates. MVHS's reclassified English Learners achieved 56%, while LAHS reached 54%. SED students completed 58% at MVHS and 49% at LAHS.

Numeracy and strong math skills are critical goals at MVLA, measured by Algebra II completion with a C+ or better before graduation. MVLA aims for a 95% target, with 91% of students meeting this benchmark at both sites, excluding moderate to severe SWD. Reclassified English Learners achieved 73% at MVHS and 80% at LAHS. SED students attained 77% at MVHS and 75% at LAHS in Algebra II.

Disparities in course enrollment among student groups still need to be addressed. On average, MVLA students take six courses in grades 9-11 and five to six in grade 12, based on their interests and needs. Some students, such as those with limited English proficiency or learning disabilities, may not take the same courses as their English-proficient peers, particularly "honors" or "AP" classes.

Data shows the underrepresentation of Latino and SED students in AP and honors classes. To address this, MVLA has implemented programs like AVID, reduced class sizes in 9th grade and math, summer enrichment programs, and academic support classes.

**3. Given the results of the tool or locally selected measures, identify the barriers preventing the LEA from providing access to a broad course of study for all students.**

*Text is limited to 1500 characters*

At MVLA, we prioritize equitable access to diverse courses for all students. The district and Board are deeply committed to fostering inclusive learning at our school sites. We allocate resources to enhance our efforts, including increased staffing, top-tier professional development, and ample instructional materials, while working to reduce access barriers.

Despite these efforts, disparities exist in course enrollment among student groups. On average, MVLA students take six courses in grades 9-11 and five to six in grade 12, based on interests and needs. Some students, such as those with limited English proficiency or learning disabilities, may not take the same courses as their English-proficient peers. These courses cover various subjects but may not include "honors" or "AP."

Data shows the underrepresentation of Latino and socio-economically disadvantaged (SED) students in AP and honors classes. To address this, MVLA has implemented programs like AVID, reduced class sizes in 9th-grade and math, summer enrichment programs, and academic support classes.

Our commitment to equity and access is unwavering. We will continue exploring innovative strategies to promote inclusivity, reduce disparities, and provide an equitable education for all MVLA students.

**4. In response to the results of the tool or locally selected measures, what revisions, decisions, or new actions will the LEA implement, or has the LEA implemented, to ensure access to a broad course of study for all students?**

*Text is limited to 1500 characters*

Our schools and district continually assess data and progress toward district goals for all student groups, guiding our provision of diverse services and programs. We prioritize staff development, investing in training such as Culturally Relevant Teaching, Equitable Grading, and Discipline-Specific Literacy. This equips our educators to create inclusive, fair learning environments.

To meet diverse student needs, we offer tailored courses for English Learners and Students with Disabilities, including Designated and Integrated English Language Development courses in ELA, Math, Science, and Social Science. Students with Disabilities can choose Specialized Academic Instruction, co-taught classes, or mainstream classes with support. Instructional aides are placed in mainstream courses as needed.

Both schools provide Co-Teaching courses for students with disabilities, ensuring access to core classes. We offer support and intervention courses targeting essential skills in math, ELA, science, and history, fostering academic growth and achievement.

MVLA is dedicated to inclusivity and equity. We will continue to adapt, innovate, and invest in programs and professional development to empower every student to excel.