

MVLA - 2024

Local Control Accountability Plan (LCAP)

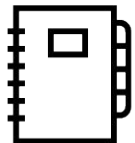


What is the LCAP

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 8 state priorities

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



Why is the LCAP Important

- Supports focus and needs for all students.
 - (including focus on ELL, Foster Youth, low-income)
- Focused on Student Outcomes
- Alignment
 - District Goals
 - WASC goals
 - SPSA
 - California Department of Education's 8 priorities

Local Control Funding Formula (LCFF)



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



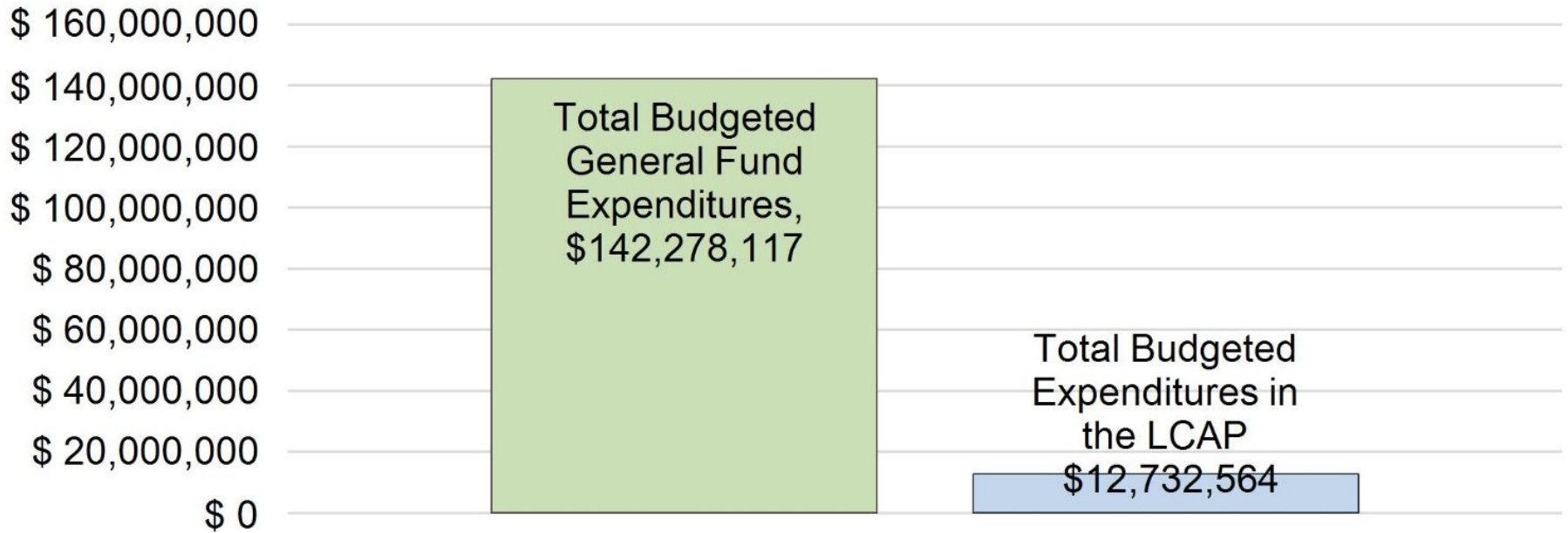
Local Control: using autonomy and stakeholder support under LCFF to capitalize on each LEA's unique capacities



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

Budget Overview

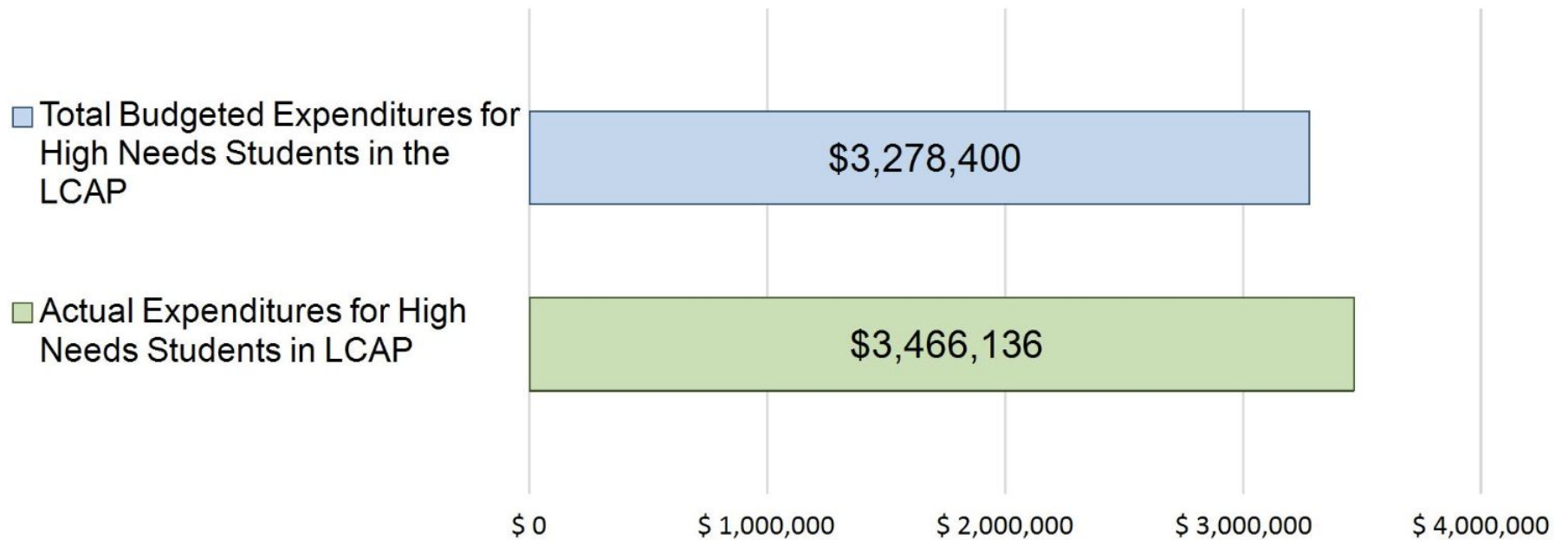
Budgeted Expenditures in the LCAP



Budget Overview

Update on Increased or Improved Services for High Needs Students in 2023-24

Prior Year Expenditures: Increased or Improved Services for High Needs Students



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



Green

English Learner Progress



Orange

Graduation Rate



Yellow

College/Career



Very High

English Language Arts



Blue

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

STANDARD MET

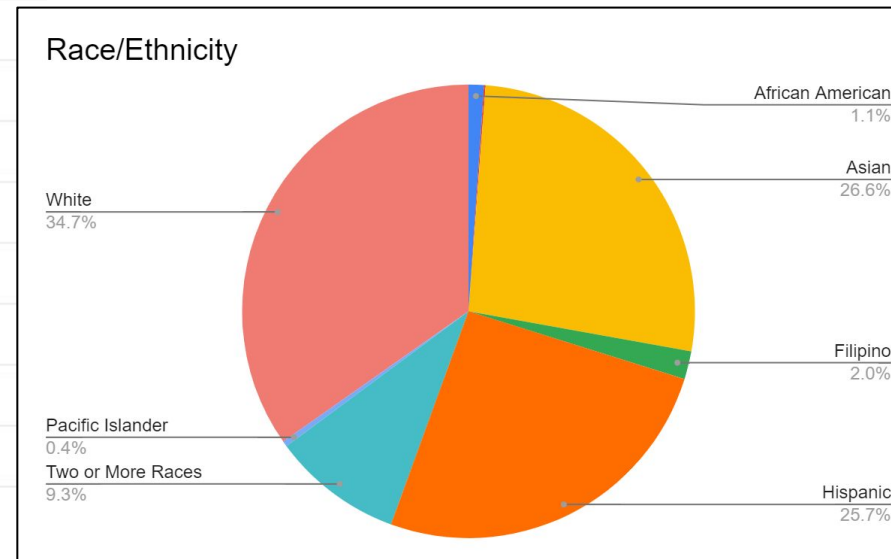
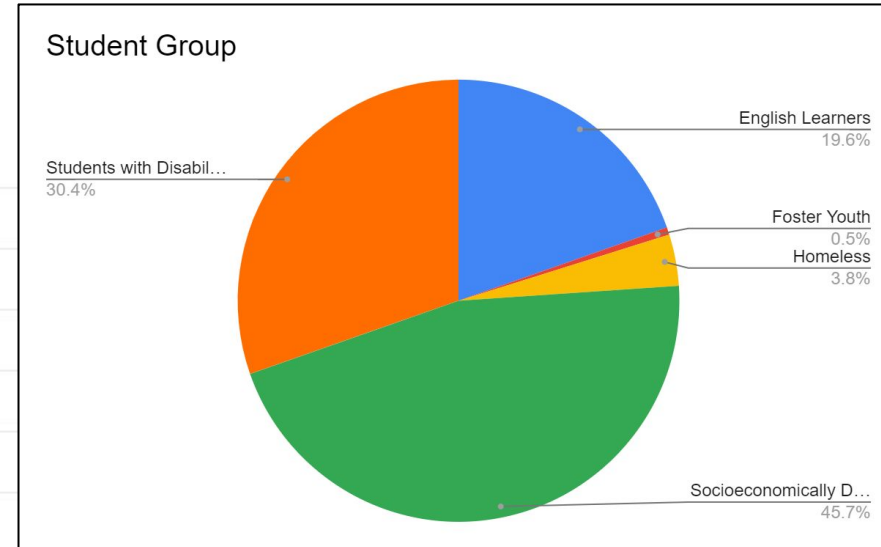
Who are our Students?

Enrollment

District Demographics

Student Group	Total	Percentage
English Learners	323	7.3%
Foster Youth	7	0.2%
Homeless	61	1.4%
Socioeconomically Disadvantaged	756	17%
Students with Disabilities	504	11.3%

Race/Ethnicity	Total	Percentage
African American	51	1.1%
American Indian	6	0.1%
Asian	1,184	26.6%
Filipino	87	2%
Hispanic	1,144	25.7%
Two or More Races	412	9.3%
Pacific Islander	19	0.4%
White	1,545	34.7%



A Celebration and a Challenge

Strengths

- Improved 8 out of 9 Board indicators
- Small increase in SED population in multiple indicators
- Overall 'Standards Met' in 9 out of 11 CA Dashboard indicators.
- 80% achievement overall in a-g completion
- Increase Frosh GPA in almost all groups
- Increased GPA 3.0+ in all groups

The Challenge

Trending disproportionalities of low progress with certain subgroups (EL, SED, SWD).

Community Input

- Admin Council:
- DELAC:
- Family Partnership Council:
- MVLA Counselor Collaborative:
- Professional Learning Planning Committee:
- Special Education Family Partnership Meeting:
- Student Input Sessions:
- County SELPA Director

LCAP Goals 2021-2024

**Academic Excellence
for All**

Life long learners

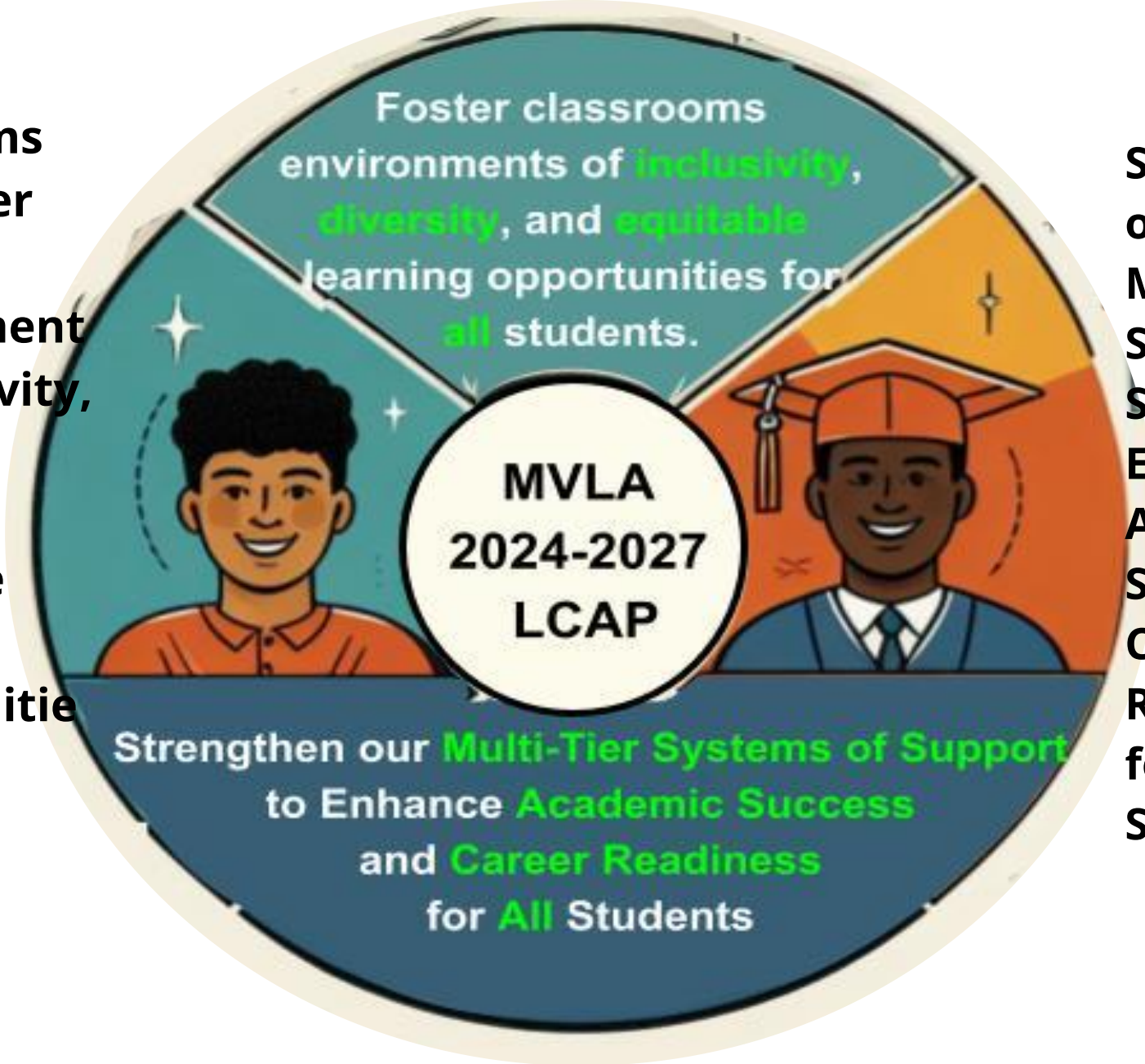
MVLA

HIGH SCHOOL DISTRICT

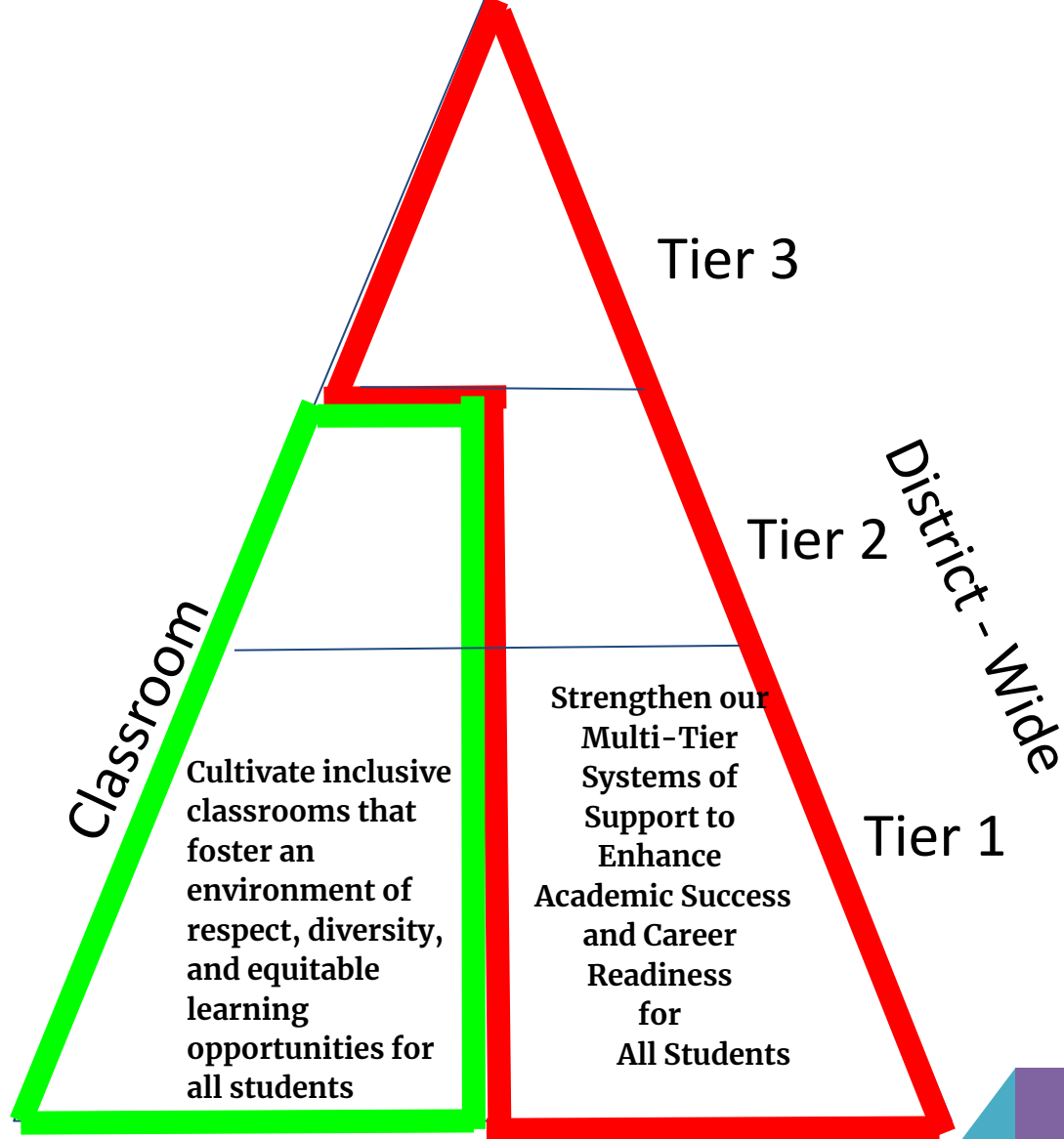
**Stakeholder
Communication &
Engagement**

Safety & Wellness

Cultivate classrooms that foster an environment of inclusivity, diversity, and equitable learning opportunities for all students.



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



Goal 1:

Cultivate classrooms that foster an environment of inclusivity, diversity, and equitable learning opportunities for all students.

- 1) Consistent Tier 1 Instructional Practices that Promote Discipline-Specific Literacy and Culturally Responsive Teaching to accelerate all students' skills to master Grade-Level Work.
- 2) Strengthen relational capacity to foster supportive, relationships within our school community, enhancing engagement, learning, and well-being for all.
- 3) Empower teachers to create aligned, standards-based, culturally responsive curriculum
- 4) Encouraging and Supporting Students with Special Needs in the Classroom
- 5) Encouraging and Supporting Multilingual Learners Classroom
- 6) Promote Student and Parent Engagement & Communication

Goal 2:

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

- 1) Academic and Career Counseling
- 2) Develop an Extended Learning Program to equip students with practical skills and experiential learning for success beyond high school.
- 3) Strengthen our Collaborations with College and Career Partners
- 4) Ensure every student graduates equipped with the qualifications, skills, and knowledge to pursue a wide range of post-secondary options successfully
- 5) Improve and expand interventions Services to provide targeted support for students facing academic challenges, ensuring their success and academic growth
- 6) Ensure equitable access to streamlined and safe technology for all students, enhancing their learning experience and digital literacy
- 7) Maintain a safe and nurturing campus environment that fosters respect, learning, and well-being for all students
- 8) Enhance and expand the infrastructure and offerings of School Based Mental Health and Wellness
- 9) Enhance infrastructure and support systems to empower Multi Language Learners and Newcomers, ensuring their academic success and social integration.
- 10) Promote parent Engagement & Communication
- 11) Define and enhance special education programs and processes to ensure positive student outcomes
- 12) Expand and Enhance the Career and Technical Education (CTE) Program
- 13) Define and enhance special education programs and processes to ensure positive student

Goal 1

English Language Arts Distance from Standard	All = 65.3 Above Standard SED = 36.6 Below Standard EL = 85.4 Below Standard SWD = 84.8 Below Standard	All = 90.0 Above Standard SED = 30.0 Below Standard EL = 70.0 Below Standard SWD = 70 Below Standard
Mathematics Distance from Standard	All = 21.4 Above Standard SED = 128 Below Standard EL = 166.1 Below Standard SWD = 153.1 Below Standard	All = 26.0 Above Standard SED = 120 Below Standard EL = 160. Below Standard SWD = 145 Below Standard
Percent of students performing at or above standard on the SBAC ELA and Math assessments and the (CAST	ELA = 82.97% Math = 67.96% CAST = 68.44%	ELA = 87.0 Math = 73.0% CAST = 73.0%
Percentage of Redesignated Fluent English Proficient students Meeting or Exceeding Standard on the SBACL for English Language Arts/Literacy	46.36%	60.0%
Percentage of students reporting Strongly Agree or Agree to Academic Motivation on the CAHKS	70%	75%
Percentage of students reporting Strongly Agree or Agree to School Connectedness on the CAHKS	70%	75%
Percentage of students reporting Strongly Agree or Agree to Caring Adult Relationships on the CAHKS	68%	73%

Goal 2

Number of students participating in Internships	72	100
# of SST meeting total	89 students	100 students
Percentage of students who attended school 96% or more of the time	All = 62.95% SED = 49.13% EL = 46.96% SWD = 52.12%	All = 66% SED = 53% EL = 50% SWD = 55%
Number of students who complete Restorative Practice Programs	31 students (Ripple Effects)	40 students (Ripple Effects)
Number of MVLA students accessing community-based support	955 students	1300 students
ELAC participation numbers	8 - 24 parents	15 - 30 parents
Percentage of grade 12 students completing a Career Technical Education pathway	6.12%	15%

Next Steps

1

Public hearing to invite stakeholder comment (posted on website)

2

**Adoption of Final Plan
(June 3r board Meeting)**

3

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

THANK YOU!!!

