



## Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
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California’s 2021–22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts have provided local educational agencies (LEAs) with a significant increase in funding to support students, teachers, staff, and their communities in recovering from the COVID-19 pandemic and to address the impacts of distance learning on students. The following is a one-time mid-year report to the local governing board or body and educational partners related to engagement on, and implementation of, these Acts.

A description of how and when the LEA engaged, or plans to engage, its educational partners on the use of funds provided through the Budget Act of 2021 that were not included in the 2021-22 Local Control and Accountability Plan (LCAP).

In addition to the engagement of all partners and colleagues as noted in the 2021-2022 LCAP, Mountain View Los Altos High School District continued to routinely obtain feedback from surveys, site-level/district-level/community-level organization meetings, and community forums during the 2021-2022 school year. These communications and feedback guided and identified the supports and intervention needs of our students and staff. The District used this data to prioritize educational and supplemental expenditures to support student achievement. In November, the District reviewed the ESSER III Plan, the Educator Effectiveness Block Grant Plan, and the California Dashboard and local indicators.

The Superintendent and her Cabinet team regularly reviews the needs of our students, staff, our interventions and programs, and our additional funding to ensure we are working towards our goals and meeting the needs or what further support we can provide.

In January the District created a Family Partnership Council. This council was established as a district’s goal to strengthen and facilitate communication, feedback, and collaboration with the parent community. Discussing and reviewing data that support our goals and needs is part of the purpose of this council. Due to the Covid uptick in January, our first in-person meeting was rescheduled to March.

Overall, through our continued engagement the feedback was clear. The importance for our District to continue to support and use additional funding for our student and staff safety, mental health, and learning needs.

A description of how the LEA used, or plans to use, the additional concentration grant add-on funding it received to increase the number of staff who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent.

Mountain View Los Altos High School District did not receive concentration grant funding or the concentration grant add-on funding.

A description of how and when the LEA engaged its educational partners on the use of one-time federal funds received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils.

The District received two grants through the Budget Act of 2021 that were not included in the 2021-2022 Local Control & Accountability Plan. The two additional grants are the Educator Effectiveness Block Grant and the Expanded Learning Opportunities Program. As noted earlier, we continually communicate with our community via surveys, site-level/district-level/community-level organization meetings, and community forums. These platforms incorporate input from stakeholders which guided our efforts and focus. Main areas of focus that we used this additional funding on was used to support professional development, safety in light of the pandemic, expanded summer school programming, credit recovery, instructional materials, and mental health.

Throughout this emergency response, we surveyed families (three times in fall of 2021), conducted virtual meetings with (DELAC, PTSA. Webinars to name a few (Spring and Fall of 2021)), staff (Spring and Fall of 2021), and talked with student groups (Fall of 2021). Our focus groups, meetings, and webinars resulted in communicating the impact of distance learning on students and staff including social-emotional needs and academics.

To support the safety concerns expressed by your community. We created a COVID Designee position that oversaw COVID testing, tracing, communications, data, created a District-wide safety protocol matrix for our various programs and events, and ensured that all measures of safety were communicated and aligned with local and state guidelines.

A description of how the LEA is implementing the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan, and the successes and challenges experienced during implementation.

Our priority is to keep students and staff safe at all times while providing high-quality education. To this end, MVLA has implemented some actions identified in our Elementary and Secondary School Emergency Relief (ESSER) III Expenditure Plan. Specifically, we have successfully increased the number of classroom paraprofessionals, added literacy tutors, and advisory mentors. We increased online support as well with programs such as tutor.com. Ongoing professional development focused on equity and literacy strategies, particularly for those struggling to access the curriculum. We also continue to support learning after school with extended library hours with tutors.

We added additional therapists for mental health support, including one specifically designated to our EL students, as we know last year they struggled greatly during the pandemic. We also provided SEL curriculum for our students.

We provided access to all necessary student materials and PPE as suggested by our county and state. We have supported staff with compensation for subbing, so even when the Omnicron variant was at its highest, and we had many staff absences, we did not struggle to have a highly qualified sub/staff to be in the room to continue with the lesson plan.

For the 20-21 school year, we successfully started a remote independent study program. This program supported students with health concerns, work/family needs, and mental health needs. We proudly were able to continue the program this year. We staffed our program with teachers to act as mentors in order to support the students' wellness and academic progress.

One of our challenges was the impact of our extracurriculars. We had to restrict and limit field trips, on-campus speakers, modify dances and other on-campus culture-building events. We worked to find creative alternatives.

A description of how the LEA is using its fiscal resources received for the 2021–22 school year in a manner that is consistent with the applicable plans and is aligned with the LEA's 2021–22 LCAP and Annual Update.

Aligning our LCAP with our Safe Return and Continuity of Services and ESSER III Expenditure Plan is extremely important. It ensures our spending supports the same purpose, vision, mission, and core values.

The MVLA LCAP goals include:

LCAP Goal 1: Academic Excellence for all: All students have access and success to equitable, high quality, 21st-century learning while disproportionalities are decreased.

LCAP Goal 2: Stakeholder Communication & Engagement: Increase student, parent, and partner schools engagement to create equitable culture & climate to support all students.

LCAP 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.

LCAP Goal 4: Life-long learners: All staff will be supported in collaboration and professional learning to continue to provide our students with equitable, high-quality learning and inclusive instructional environments.

Some examples of how these additional funds are aligned are with our LCAP:

- The addition of paraprofessionals, the addition of support classes, the addition of literacy tutors are consistent with and support our LCAP Goal #1.
- All of our communications, surveys, meetings, as noted previously in this document, is consistent with and support our LCAP Goal #2.
- Our newly assigned COVID designees, our testing and COVID safety procedures, and all PPE is consistent with and supports our LCAP Goal #3.
- The addition of therapists to support mental health is consistent with and supports our LCAP Goal #3.

- Our professional development, as noted previously in this document, that is focused on literacy and equity, is consistent with and supports our LCAP Goal #4.

Each new funding source was reviewed and thoughtfully planned to ensure it supports and furthers the goals set forth in the LCAP.

# Instructions for the Supplement to the Annual Update for the 2021–22 Local Control and Accountability Plan Year

*For additional questions or technical assistance related to the completion of the Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan (LCAP), please contact the local county office of education (COE), or the California Department of Education’s (CDE’s) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at [lcff@cde.ca.gov](mailto:lcff@cde.ca.gov).*

## Introduction

California’s 2021–22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts have provided local educational agencies (LEAs) with a significant increase in funding to support students, teachers, staff, and their communities in recovering from the COVID-19 pandemic and to address the impacts of distance learning on students. Section 124(e) of Assembly Bill 130 requires LEAs to present an update on the Annual Update to the 2021–22 LCAP and Budget Overview for Parents on or before February 28, 2022, at a regularly scheduled meeting of the governing board or body of the LEA. At this meeting, the LEA must include all of the following:

- The Supplement to the Annual Update for the 2021–22 LCAP (2021–22 Supplement);
- All available mid-year outcome data related to metrics identified in the 2021–22 LCAP; and
- Mid-year expenditure and implementation data on all actions identified in the 2021–22 LCAP.

When reporting available mid-year outcome, expenditure, and implementation data, LEAs have flexibility to provide this information as best suits the local context, provided that it is succinct and contains a level of detail that is meaningful and accessible for the LEA’s educational partners.

The 2021–22 Supplement is considered part of the 2022–23 LCAP for the purposes of adoption, review, and approval, and must be included with the LCAP as follows:

- The 2022–23 Budget Overview for Parents
- The 2021–22 Supplement
- The 2022–23 LCAP
- The Action Tables for the 2022–23 LCAP
- The Instructions for the LCAP Template

As such, the 2021–22 Supplement will be submitted for review and approval as part of the LEA’s 2022–23 LCAP.

## Instructions

Respond to the following prompts, as required. In responding to these prompts, LEAs must, to the greatest extent practicable, provide succinct responses that contain a level of detail that will be meaningful and accessible for the LEA’s educational partners and the broader public and must, to the greatest extent practicable, use language that is understandable and accessible to parents.

In responding to these prompts, the LEA has flexibility to reference information provided in other planning documents. An LEA that chooses to

reference information provided in other planning documents must identify the plan(s) being referenced, where the plan(s) are located (such as a link to a web page), and where in the plan the information being referenced may be found.

**Prompt 1:** *“A description of how and when the LEA engaged, or plans to engage, its educational partners on the use of funds provided through the Budget Act of 2021 that were not included in the 2020–21 Local Control and Accountability Plan (LCAP).”*

In general, LEAs have flexibility in deciding what funds are included in the LCAP and to what extent those funds are included. If the LEA received funding through the Budget Act of 2021 that it would have typically included within its LCAP, identify the funds provided in the Budget Act of 2021 that were not included in the LCAP and provide a description of how the LEA has engaged its educational partners on the use of funds. If an LEA included the applicable funds in its adopted 2021–22 LCAP, provide this explanation.

**Prompt 2:** *“A description of how LEA used, or plans to use, the concentration grant add-on funding it received to increase the number of staff who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent.”*

If LEA does not receive a concentration grant or the concentration grant add-on, provide this explanation.

Describe how the LEA is using, or plans to use, the concentration grant add-on funds received consistent with California *Education Code* Section 42238.02, as amended, to increase the number of certificated staff, classified staff, or both, including custodial staff, who provide direct services to students on school campuses with greater than 55 percent unduplicated pupil enrollment, as compared to schools with an enrollment of unduplicated students that is equal to or less than 55 percent.

In the event that the additional concentration grant add-on is not sufficient to increase the number of staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, describe how the LEA is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

**Prompt 3:** *“A description of how and when the LEA engaged its educational partners on the use of one-time federal funds received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils.”*

If the LEA did not receive one-time federal funding to support recovery from the COVID-19 pandemic and the impacts of distance learning on students, provide this explanation.

Describe how and when the LEA engaged its educational partners on the use of one-time federal funds it received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on students. See the COVID-19 Relief Funding Summary Sheet web page (<https://www.cde.ca.gov/fg/cr/relieffunds.asp>) for a listing of COVID-19 relief funding and the Federal Stimulus Funding web page (<https://www.cde.ca.gov/fg/cr/>) for additional information on these funds. The LEA is not required to describe engagement that has taken place related to state funds.

**Prompt 4:** *“A description of how the LEA is implementing the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan, and the successes and challenges experienced during implementation.”*

If an LEA does not receive ESSER III funding, provide this explanation.

Describe the LEA’s implementation of its efforts to maintain the health and safety of students, educators, and other staff and ensure the continuity of services, as required by the federal American Rescue Plan Act of 2021, and its implementation of the federal Elementary and Secondary School Emergency Relief (ESSER) expenditure plan to date, including successes and challenges.

**Prompt 5:** “A description of how the LEA is using its fiscal resources received for the 2021–22 school year in a manner that is consistent with the applicable plans and is aligned with the LEA’s 2021–22 LCAP and Annual Update.”

Summarize how the LEA is using its fiscal resources received for the 2021–22 school year to implement the requirements of applicable plans in a manner that is aligned with the LEA’s 2021–22 LCAP. For purposes of responding to this prompt, “applicable plans” include the Safe Return to In-Person Instruction and Continuity of Services Plan and the ESSER III Expenditure Plan.

California Department of Education  
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