2023–24 Local Control and Accountability Plan Annual Update

The instructions for completing the 2023–24 Local Control and Accountability Plan (LCAP) Annual Update follow the template.

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Goals and Actions

Goal

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

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
1.) Williams compliance: Percentage of teachers who are fully credentialed and assigned to teach in areas of their specialization.	100%	100% Source: 2020-21, Indicators, MVLA	100% Source: Williams Quarterly reports 2021-22, Indicators, MVLA	100% Source: Williams Quarterly reports 2021-22, Indicators, MVLA	100%
2.) Algebra I GPA	Algebra I GPA = 2.32	Algebra I GPA = 2.06 Source: 2020-21, Query, MV & LA	Algebra I GPA = 2.28 Source: 2021-22, Query, MV & LA	Algebra I GPA = 2.34 Source: 2022-23, Query, MV & LA	Algebra I GPA = 2.55
3.) The percentage of students completing Algebra II with C or better will increase each year.	All students = 89% Caucasians=96% Latino = 70%	All students = 94% Caucasians= 97% Latino = 81%	All students = 90% Caucasians= 95% Latino = 72%	All Students = 91% Caucasians = 96% Latino = 74%	All students = 95% Caucasians=98% Latino = 85%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		Source: 2020-21, Indicators, MV & LA	Source: 2021-22, Indicators, MV & LA	Source: 2022-23, Indicators, MV & LA	
4.) Percentage of 11th grade students demonstrating college readiness via the Early Assessment Program (EAP) in English Language Arts	82.63%	86% Source: 2020-21, Indicators, MV & LA	85% Source: 2021-22, Indicators, MV & LA	86% Source: 2022-23, Indicators, MV & LA	87%
5.) Percentage of 11th grade students demonstrating college readiness via the Early Assessment Program (EAP) in Math	68.81%	78% Source: 2020-21, Indicators, MV & LA	72% Source: 2021-22, Indicators, MV & LA	71% Source: 2022-23, Indicators, MV & LA	75%
6.) Number of Latino students being referred to SPED	Latino referrals to Special Ed = 41	Latino referrals to Special Ed = 41 Source: 2020-21, Query, MV & LA	Latino referrals to Special Ed = 37 Source: 2021-22, Query, MV & LA	Latino referrals to Special Ed = 28 Source: 2021-22, Query, MV & LA	Latino referrals to Special Ed = 30
7.) Percent of classrooms with complete instructional materials as evidence by SARC	100%	100% Source: 2020-21, Indicators, MVLA	100% Source: 21-22 SARC	100% Source: 22-23 SARC	100%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
8.) 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 ELPAC score 3 or 4 = 32.39 % LTELs ELPAC score 3 or 4 = 25.42% Source: 2020-21, Indicators, MV & LA	ELs ELPAC score 3 or 4 = _22.61 % LTELs ELPAC score 3 or 4 _60.87% Source: 2021-22, Indicators, MV & LA	ELs ELPAC score 3 or 4 = _26.35 % LTELs ELPAC score 3 or 4 _53.85 % Source: 2022-23, Indicators, MV & LA	ELs = 35% LTELs = 55%
9.) Percentage of English Learners reclassified to Fluent English Proficient (RFEP)	20.8%	3.04% Source: 2020-21, Indicators, MV & LA	13.53% Source: 2021-22, Indicators, MV & LA	23.77%	30%
10.) 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% Hispanic & Special Ed (SDC) 20% Hispanic & SED = 48% Hispanic & RFEP = 62% African American = 83.5% Asian = 91.5%	Caucasian = 90% Caucasian (Reg Ed only) = 92% Hispanic = 64% Hispanic (Reg Ed only) = 80% Hispanic & Special Ed (Resource) = 17% Hispanic & Special Ed (SDC) = 13% Hispanic & SED = 55% Hispanic & RFEP = 62% African American = 83.5% Asian = 94% Source: 2020-21, Indicators, MV & LA	Caucasian = 94% Caucasian (Reg Ed only) = 97% Hispanic = 63% Hispanic (Reg Ed only) = 77% Hispanic & Special Ed (Resource) = 21% Hispanic & Special Ed (SDC) = 8% Hispanic & SED = 62% Hispanic & RFEP = 62% African American = 83.5% Asian = 94% Source: 2021-22, Indicators, MV & LA	Caucasian = 92% Caucasian (Reg Ed only) = 96% Hispanic = 59% Hispanic (Reg Ed only) = 81% Hispanic & Special Ed (Resource) = 11% Hispanic & Special Ed (SDC) = 12% Hispanic & SED = 59% Hispanic & RFEP = 64% African American = 73.% Asian = 96% Source: 2022-23, Indicators, MV & LA	Caucasian = at or above 97% Caucasian (Reg Ed only) = 98% Hispanic = at or above 75% Hispanic (Reg Ed only) = at or above 90% Hispanic & Special Ed (Resource) = at or above 30% Hispanic & Special Ed (SDC) = at or above 40% Hispanic & SED = at or above 60% Hispanic & RFEP = at or above 75%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
					African American = at or above 95% Asian = at or above 95%
11.) Percent of 11th graders meeting or exceeding SBAC Math. Source: California School Dashboard	Caucasian = 82% Caucasian (Reg Ed only) =85.5% Hispanic = 34.5% Hispanic (Reg Ed only) = 58% Hispanic & Special Ed (Resource) =0% Hispanic & Special Ed (SDC) = 6.5% Hispanic & SED =24% Hispanic & RFEP =30.5% African American =47.5% Asian = 88.5%	Caucasian = 85% Caucasian (Reg Ed only) = 87% Hispanic = 43% Hispanic (Reg Ed only) = 59% Hispanic & Special Ed (Resource) = 0% Hispanic & Special Ed (SDC) = 0% Hispanic & SED = 31% Hispanic & RFEP = 36% African American = 81% Asian = 93% Source: 2020-21, Indicators, MV & LA	Caucasian = 84% Caucasian (Reg Ed only) = 88% Hispanic = 32% Hispanic (Reg Ed only) = 44% Hispanic & Special Ed (Resource) = 4% Hispanic & Special Ed (SDC) = 0% Hispanic & SED = 27% Hispanic & RFEP = 32% African American = 40% Asian = 94% Source: 2021-22, Indicators, MV & LA	Caucasian = 79% Caucasian (Reg Ed only) = 85% Hispanic = 29% Hispanic (Reg Ed only) = 45% Hispanic & Special Ed (Resource) = 0% Hispanic & Special Ed (SDC) = 0% Hispanic & SED = 27% Hispanic & RFEP = 32% African American = 60% Asian = 91% Source: 2022-23, Indicators, MV & LA	Caucasian = at or above 90% Caucasian (Reg Ed only) = at or above 90% Hispanic = at or above 60% Hispanic (Reg Ed only) = at or above 70% Hispanic & Special Ed (Resource) = at or above 50% Hispanic & Special Ed (SDC) = at or above 20% Hispanic & SED = at or above 50% Hispanic & RFEP = at or above 50% African American = at or above 90% Asian = at or above 95%
12.) Percent of students scoring 3 or higher in the Advanced Placement (AP)	86.3%	81% Source: 2020-21, Indicators, MV & LA	84% Source: 2020-21, Indicators, MV & LA	85% Source: 2022-23, Indicators, MV & LA--	89%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Exams)					
13.) Percentage of students in all grade levels enrolled in 1 or more Advanced Placement (AP) classes	Caucasian = 49.5% Caucasian (Reg Ed only) = 58.5% Hispanic = 34.5% Hispanic (Reg Ed only) = 42% Hispanic & SpEd (R/S) = 3.5% Hispanic & LEP = 9% Hispanic & SED = 36% Hispanic & RFEP = 37%, African American = 40% Asian = 63.5%	Caucasian = 55% Caucasian (Reg Ed only) = 58% Hispanic = 34% Hispanic (Reg Ed only) = 41% Hispanic & SpEd (R/S) = 4% Hispanic & LEP = 10% Hispanic & SED = 36% Hispanic & RFEP = 36% African American = 40% Asian = 64% Source: 2020-21, Indicators, MV & LA	Caucasian = 54% Caucasian (Reg Ed only) = 57% Hispanic = 30% Hispanic (Reg Ed only) = 42% Hispanic & SpEd (R/S) = 4% Hispanic & LEP = 4% Hispanic & SED = 23% Hispanic & RFEP = 35% African American = 36% Asian = 66% Source: 2021-22, Indicators (9a), MV & LA	Caucasian = 60% Caucasian (Reg Ed only) = 65% Hispanic = 32% Hispanic (Reg Ed only) = 45% Hispanic & SpEd (R/S) = 3% Hispanic & LEP = 4% Hispanic & SED = 43% Hispanic & RFEP = 35% African American = 44% Asian = 67% Source: 2022-23, Indicators (9a - BOY), MV & LA	Caucasian = 63% Caucasian (Reg Ed only) = 61.5% Hispanic = 45% Hispanic (Reg Ed only) = 50% Hispanic & SpEd (R/S) = 5% Hispanic & LEP = 12% Hispanic & SED = 40% Hispanic & RFEP = 40% African American = 45% Asian = 66%
14.) Percent of Special Ed resource students achieving 'Standard Met' or 'Exceeded' on the ELA SBAC	40%	48% Source: 2020-21, Indicators, MV & LA	31% Source: 2021-22, Indicators, MV & LA	38% Source: 2022-23, Indicators, MV & LA	45%
15.) Percent of Special Ed resource students achieving 'Standard Met' or	10%	36% Source: 2020-21, Indicators, MV & LA	22% Source: 2021-22, Indicators, MV & LA	24% Source: 2022-23, Indicators, MV & LA	15%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
'Exceeded' on the Math SBAC					
16.) Special Education SDC students GPA (average GPA, all grade levels)	GPA = 2.45	GPA = 2.49 Source: 2020-21, indicators, MV & LA	GPA = 2.81 Source: 2021-22, indicators, MV & LA	GPA = 2.64 Source: 2022-23, indicators, MV & LA	GPA = 2.7
17.) School facilities up to date and in good condition, with infrastructure to support the learning of students using the FIT assessment	100%	100% Source: 2020-21 FIT report	100% Source: 2021-22 FIT report	100% Source: 2022-23 FIT report	100%
18.) 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 = 90% Caucasian (Reg Ed only) = 93% Hispanic= 56% Hispanic (Reg Ed only)= 73% Hispanic & SpEd (R/S)= 8% Hispanic & LEP= 5% Hispanic & SED= 51% Hispanic & RFEP= 54% African American= 82% Asian= 95% Source: 2020-21, Indicators, MV & LA	Caucasian = 84% Caucasian (Reg Ed only) = 89% Hispanic= 49% Hispanic (Reg Ed only)= 70% Hispanic & SpEd (R/S)= 0% Hispanic & LEP= 0% Hispanic & SED= 40% Hispanic & RFEP= 51% African American= 74% Asian= 94% Source: 2021-22, Indicators, MV & LA	Caucasian = 88% Caucasian (Reg Ed only) = 92% Hispanic= 53% Hispanic (Reg Ed only)= 70% Hispanic & SpEd (R/S)= 14% Hispanic & LEP= 0% Hispanic & SED= 50% Hispanic & RFEP= 55% African American= 47% Asian= 95% Source: 2022-23, Indicators, MV & LA	Caucasian = 89% Caucasian (Reg Ed only) = 90% Hispanic=55% Hispanic (Reg Ed only)=80% Hispanic & SpEd (R/S)=8% Hispanic & LEP=0% Hispanic & SED=44% Hispanic & RFEP=52% African American=80% Asian=92%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
19.) Implementation of Academic Standards	Progress in making instructional materials that are aligned to the recently adopted academic standards and/or curriculum frameworks available in all classrooms where the subject is taught. ELA - 4 Full Implementation ELD - 3 Initial Implementation Math - 4 Full Implementation NGSS Science - 4 Full Implementation History-Social Science - 4 Full Implementation	ELA - 4 Full Implementation ELD - 3 Initial Implementation Math - 4 Full Implementation NGSS Science - 4 Full Implementation History-Social Science - 4 Full Implementation	ELA - 5 Full Implementation & Sustainability ELD - 3 Initial Implementation Math - 5 Full Implementation & Sustainability NGSS Science - 5 Full Implementation & Sustainability History-Social Science - 5 Full Implementation & Sustainability Source: 2022 CA Dashboard Local Indicators	ELA - 5 Full Implementation & Sustainability ELD -4 Full Implementation & Sustainability Math - 5 Full Implementation & Sustainability NGSS Science - 5 Full Implementation & Sustainability History-Social Science - 5 Full Implementation & Sustainability Source: 2023 CA Dashboard Local Indicators	Progress in making instructional materials that are aligned to the recently adopted academic standards and/or curriculum frameworks available in all classrooms where the subject is taught. ELA - 5 Full Implementation & Sustainability ELD - 4 Fulll Implementation Math - 5 Full Implementation & Sustainability NGSS Science - 5 Full Implementation & Sustainability History-Social Science - 5 Full Implementation & Sustainability
20.) Number of pupils who are enrolled in CTE class	673 (unduplicated count) Source: 2019-20, query, MV & LA	649 (unduplicated count) Source: 2020-21, query, MV & LA	N/A Retired	N/A Retired	N/A Retired

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
21.) Number of graduating seniors that have completed a-g requirements AND completed at least 1 CTE pathway		All: 82 Latinx: 7 Caucasian: 41 Asian: 31 African American: 2 Other: 1 Source: 2020-21 query, MV & LA	N/A Retired	N/A Retired	N/A Retired
22.) Percentage of graduating seniors that have completed a-g requirements AND completed at least 1 CTE pathway		All: 8% Latinx: 3% Caucasian: 10% Asian: 10% African American: 12% Other: 4% Source: 2020-21 query, MV & LA	All: 7% Latinx: 3% Caucasian: 8% Asian: 8% African American: 0% Other: 9% Source: 2021-22 query, MV & LA	All: 6% Latinx: 3% Caucasian: 9% Asian: 5% African American: 0% Other: 4% Source: 2022-23 query, MV & LA	All: 11% Latinx: 5% Caucasian: 10% Asian: 10% African American: 0% Other: 10%
23) Percentage of students that have completed a-g Requirements AND at Least One CTE Pathway			All: 8.2% Latinx: 3.8% Caucasian: 10.4% Asian: 9.4% African American: 8.3% Other: 9.5% Source: 2021 College/Career Measures/ CA Dashboard	All: 7% Latinx: 5% Caucasian: 10% Asian: 5% African American: 0% Other: 5% (Percent of a-g compl (base) that compl 1+ CTE pathway in 2022-23)	All: 9% Latinx: 4% Caucasian: 11% Asian: 10% African American: 9% Other: 10%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
				Source: 2022-23 query, MV & LA	

Goal Analysis

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.

To analyze the effectiveness of our planned actions in achieving the goal of "Academic Excellence for All," where all students have access to and success with equitable, high-quality, 21st-century learning while disproportionalities are decreased, MVLA examined our metrics in relation to the implemented actions. Below is our analysis in the execution of our goal.

High-Quality Credentialed Teachers (1.1): Ensuring that teachers are appropriately assigned, properly credentialed, and capable of delivering rigorous and scaffolded lessons.
Outcome Data: The effectiveness of this action is measured by improved student performance metrics such as the increased 0.27 GPA in Algebra I, the increased percentage of students completing Algebra II with C or better by 3%-9%, and the percentage of 11th-grade students demonstrating college readiness via the Early Assessment Program (EAP) in both English Language Arts and Math.

Access to Technology (1.2): Providing universal access to devices and wi-fi, especially for EL, LIC, FY students, significantly contributed to increased college readiness and ELPAC progress among English Learners, reflecting our successful implementation of this action.
Outcome Data: Enhanced technology access, including wi-fi supported at home and platforms for both Tier 1 and Tier 2 interventions, facilitated learning and contributed to improvements across several metrics, including college readiness in ELA and Math, as well as ELPAC progress for English Learners. We also increased completion rates of Algebra I GPA and Algebra II with a C or better, where technology was used to support differentiated learning.

Inclusive Classrooms (1.3): Increase the number of co-taught classes at the sites to foster greater inclusion of students with disabilities in mainstream core classes.
Outcome Data: By increasing co-teaching from ten classes in 2019 to thirty classes in 2024 and implementing targeted support programs, we've seen a marked improvement in ELA and Math readiness, alongside higher completion rates of A-G requirements which lead to increased diversity in our CTE pathways. These efforts underscore our commitment to inclusive education and academic support for all students.

Academic and Career Counseling (1.4) Credit Recovery Options (1.5), and Exam Fee Support (1.6): These actions aim to support students through counseling, credit recovery programs, and removing financial barriers to exam participation.

Outcome Data: These supports contributed to the observed increases in college readiness indicators, the percentage of students completing A-G requirements, and the number of graduating seniors completing at least one CTE pathway.

Data-Based Decision-Making, Intervention Services, and Open Access (1.7 - 1.9): Utilizing data to inform intervention strategies. Outcome Data: These actions led to notable achievements in English proficiency, reclassification rates, and enrollment in challenging academic courses, indicating the effective execution of these planned actions. The effectiveness can be seen in the increased percentages of students making progress toward English proficiency, reclassification rates, and success in academically challenging classes.

Support for English Learners and Extended Learning Programs (1.10 - 1.11): Implement programs to support English Learners and provide extended learning opportunities. Outcome Data: Positive outcomes in English Learner proficiency and increased completion of A-G requirements suggest these actions were beneficial, especially when looking at the summer learning opportunities and targeted support for ELs. In addition, MVLA saw an increase in both reclassification and ELCAP proficiency rates.

Culturally Relevant Education, CTE, Newcomer Academy, and At-risk Counselor (1.12 - 1.15): Incorporating diverse curriculum materials, expanding CTE pathways, supporting newcomers, and providing at-risk counseling. Outcome Data: The district's focus on culturally relevant education and expanded support systems contributed to the improved academic success rates, as indicated by the increased completion of CTE pathways and the increased reclassification rates of English Learners, to name a couple of data points.

The positive trends in the measurable outcomes illustrate that all planned actions were effectively implemented to a significant extent. While the implementation process achieved some success, it also faced the challenge of time, which may have impacted the ability to fully realize the intended outcomes. Although we have made important gains, many of the actions continue to be works in progress, and more growth is desired for MVLA. This includes our work with inclusive classrooms, continuing to build out our Tier 2 work with counselors, ongoing curricular work with Culturally Responsive Education supported by our district-wide Constructing Meaning training, and our continued growth for CTE, Work-based Learning, and Dual Enrollment opportunities.

In conclusion, while the implementation of actions to achieve academic excellence for all students demonstrated considerable success, we also encountered challenges that required flexibility and adaptation. Going forward, it will be important to closely monitor these initiatives, refine strategies based on feedback and outcomes, and ensure that financial resources are allocated efficiently to sustain and build upon the progress made.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

There have been some discrepancies (20% or more) between the budgeted amounts and the actual expenditures for several actions:

Action 1.3: Inclusive Classroom
This 2023-2024 school year saw an expansion in our co-taught classes, from nineteen teachers and nineteen co-taught sections to thirty-three teachers across thirty different co-taught sections. This increase contributed to higher actual expenditures than initially budgeted.

Action 1.10: ELs at LAHS
Our funding initially included the designated ELD teachers for levels I through IV and teachers instructing Social Studies SDAIE courses. The broader ELD support that was implemented at an additional campus increased our funding requirements.

Action 1.12: Culturally Responsive Education
Initially, we had a single Teacher on Special Assignment (TOSA) dedicating 20% of their time to support a pilot Ethnic Studies course. This year, with the full implementation of Ethnic Studies for 9th grade, we transitioned support to our Instructional Support team, which is available throughout the school day to assist teachers, affecting our expenditure.

Action 1.13: Career Technical Education
In the 2022-2023 school year, we supported four industry sectors and eight CTE pathways. Beginning in 2023, the program expanded to include seven industry sectors with seventeen total pathways and two Work Experience Education programs, leading to a significant increase in expenditures.

Action 1.14
We enhanced our advisory services for English Learners, either through specific courses or through designated teachers managing a caseload of students and conducting weekly meetings, which also increased our spending.

These changes have impacted our financial planning, necessitating adjustments and ongoing monitoring to align our budget with actual needs.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

Over the three-year LCAP cycle, MVLA has implemented a series of actions aimed at achieving "Academic Excellence for All," with the objective of providing all students access to and success with equitable, high-quality, 21st-century learning opportunities, while decreasing disproportionality rates. This analysis focuses on the effectiveness or ineffectiveness of specific actions within this goal, correlating them with relevant metrics to assess their impact.

Effectiveness of Actions
Inclusive and Culturally Responsive Education (1.3) (1.9) and (1.12): This action has proven highly effective. 2019-20 MVLA offered ten co-taught classes, in the 2023-24 school year, we expanded our co-taught offerings to thirty classes spanning various departments. We decreased fifty distinct sections of SAI classes, designed exclusively for Special Education students, from 457 students to twenty-seven SAI

sections, accommodating a total of 196 students with IEPs. This shift has enabled us to enhance our inclusion efforts by increasing the number of students with IEPs participating in general education A-G courses, thus elevating the count from 71 in the 2019-20 school year to 243 in the current academic year. With these actions, we have seen growth in diversity in our CTE course, increased EAP in ELA , increased ELs on their ELPAC proficiency scores, and reclassification.

Targeted Support Intervention Programs and Academic and Career Counseling(1.4), (1.5), and (1.8) : supports students throughout high school with high school guidance, Tier 2 academic interventions, college applications, and FAF. This has shown effectiveness in the increased percentage of students completing A-G requirements and engaging in CTE pathways, improved English proficiency rates and reclassification of English Learners to Fluent English Proficient, and increased SBAC scores, AP scores, and Algebra II grades. This indicates the positive impact of providing additional support to students who face academic challenges.

While many actions have led to positive outcomes, some have not produced significant or desired results, necessitating reevaluation:

Course team/department-level data-based decision-making (1.7): Despite the intention to make the curriculum more inclusive, targeted, and engaging for all students, the impact of this action on academic outcomes has been less clear. The lack of direct correlation with improved academic metrics suggests that while important, this action alone may not be sufficient to drive significant academic improvements without further refinement and integration with other support mechanisms.

EXAM Fee Support (1.12): Despite the importance this action plays for our low-income students, there is a lack of direct correlation with improved academic metrics. While it is necessary to provide this fee support, this should not be an action alone as it does not sufficiently drive significant academic improvements.

Newcomer Academy (1.14): The implementation of the Newcomer Academy aimed to support newly arrived English Learners, but the effectiveness of this action in significantly impacting overall EL proficiency rates or academic achievement may not have met expectations. This indicates the need to revisit the program's structure and integration with other support services.

MVLA's commitment to ongoing assessment and adaptation of its strategies is crucial for continuous improvement in achieving academic excellence for all students. By focusing on the effectiveness of specific actions and making informed adjustments, MVLA aims to enhance further the educational experience and outcomes for its diverse student population.

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.

After careful consideration of our previous practices and their outcomes, MVLA will refine our strategic focus for the coming year by revising our planned goal to concentrate more directly on classroom teaching and instruction. This revision reflects our understanding that classroom dynamics, including instructional methods, class climate, and teacher communications, are critical drivers of educational success.

To align with this focused approach, we will integrate specific elements from LCAP Goals 2 through 4 that directly impact classroom instruction. These elements include enhancing instructional strategies, improving the classroom environment, and optimizing teacher-student communications. Our objective is to create a more cohesive and supportive learning experience that directly addresses the nuances of classroom interactions and pedagogical effectiveness.

We believe that by centralizing our efforts on refining classroom practices, we can make more significant strides in elevating educational outcomes. To accurately measure our progress in these areas, we will continue to employ the metrics previously used, with possible refinements to better capture data related to classroom-specific objectives. These metrics will help us monitor the effectiveness of changes in teaching strategies, the atmosphere of the classroom, and the quality of communications between teachers and students.

This shift signifies a strategic emphasis on the core of educational activity—the classroom—ensuring that our efforts are directly linked to the places where learning happens most intensively. As we implement these changes, we will closely evaluate their impact, adjusting our strategies as necessary to ensure that our educational practices are as effective as possible in promoting student learning and engagement.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Goals and Actions

Goal

Goal #	Description
2	Educational-partner Communication & Engagement Increase student, parent and partner schools engagement to create equitable culture & climate to support all students. (priority 3, 5, 6)

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
1.) Decrease the number of dropouts	11 students	Fall 1 student Source: CALPADS 2020-21	32 students MVHS- 17 LAHS- 14 AVHS- 1 Source: CALPADS 2021-22	31 students MVHS- 12 LAHS- 16 AVHS- 3 Source: CALPADS 2023-24 Fall 1 report - 1.12	5 students
2.) Increase the number of parents participating in DELAC	Average of 30 particpants	50 participants - ELAC 75 participants - PIQE Source: Student Services Director, attendance sheets 2021 - 2022	56 participants - ELAC (LAHS: 26 MVHS: 30) 53 participants - PIQE (LAHS: 24 MVHS: 29) Source: Director or Student Services rosters	42 participants - ELAC 38 participants - PIQE	50 participants

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
3.) Graduation rates for Hispanic Limited English Proficiency (LEP) and Social-Economically Disadvantaged (SED)	Hispanic & LEP = 59% Hispanic & SED = 86.5%	Hispanic & LEP = 67% Hispanic & SED = 83% Source: 2020-21, Indicators, MV & LA	Hispanic & LEP = 71% Hispanic & SED = 94% Source: 2021-22, Indicators, MV & LA	Hispanic & LEP = 55% Hispanic & SED = 84% Source: 2022-23, Indicators, MV & LA	Hispanic & LEP - 80% Hispanic & SED = 90%
4.) Percent of Students Suspended as measured on the CA School Dashboard	60% of all Suspensions are Latinx of all Suspensions are 9% Asian of all Suspensions are 25% White students	Suspensions = 23 Latinx = 17 Asian = 2 White = 4 African American = 0 Source: 2019 Dashboard, District-wide	N/A Retired Metric	Suspensions = 2.0% (all stu) Latinx = 5.1% Asian = 0.3% White = 0.7% African American = 2.0% Source: 2023 Dashboard, District-wide	N/A Retired Metric
5.) Percent of students chronically absent - reduction of district average below county (8.8%) and state (12.0%) averages	MVLA: 9.6%	9.3%	MVLA: 13.1% Source: 2021-22, DataQuest (chronic ab	MVLA: 13.1% Source: 2022-23, DataQuest	MVLA: 8.6%
6.) Increase meetings with partner district leadership teams, as	0	4	7	1	3

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
measured by meeting agendas.		MVLA agendas 2021-22	MVLA agendas 2022-23	MVLA agendas 2023-24	
7.) Surveys given to community to seek feedback	2	6 Source: ThoughtExchange 2021-22	Total Exchanges - 6 • Ethnic Studies (436 participants) • Homework Feedback (1154) • Website (201) • Bell Sched/Calendar (647) • Wellness (161) • Summer School (38) Source: Internal surveys 21-22	2	4

Goal Analysis

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.

The analysis of the efforts to increase student, parent, and partner schools' engagement aimed at creating an equitable culture and climate for all students reveals a multi-layered approach with notable successes and challenges. The initiative's primary goal was to bolster engagement and communication, thereby reducing dropout rates and suspensions as measurable outcomes of an improved educational environment.

Implementation and Effectiveness:

Collaboration with Partner Districts: Enhanced collaboration with Mountain View Whisman and Los Altos School District aimed at aligning academic expectations, curriculum, and best practices. This action, crucial for a unified educational experience, has been successful, although direct measures of its impact on student dropouts and suspensions are less explicit. This collaboration includes, but is not limited to,8th-grade articulation, incoming 9th grader Summer Academy, and parent communication.

Promoting Parent Participation for Students with Exceptional Needs: This targeted support involved individualized meetings to monitor progress and develop educational goals, contributing positively to the school climate and student engagement, especially among students with exceptional needs. This includes our Special Education Family Partner meetings, our Family Partnership Council, ELAC and DELAC, and AVID family nights.

Community Outreach Specialist: The establishment of this district-level position aimed to coordinate engagement strategies and ensure community responsiveness, indirectly impacting the desired metrics through improved communication and engagement efforts.

LatinX Engagement and Increasing Parent Involvement: Efforts in these areas aimed to remove barriers to engagement for historically underrepresented groups and to recruit more parent involvement in committees and organizations. These initiatives have contributed to a more inclusive and supportive school environment.

Outreach and Communications: Implementing consistent communication and outreach strategies was vital for keeping the community informed and involved, and it played a key role in the observed positive trends. This includes integrating ParentSquare into our communication platform, using Language Line for immediate interpretation needs, leveraging social media, and sending out monthly district communications.

Student Involvement: Creating engagement opportunities specifically for all students, including those historically disconnected student populations, addressed critical needs, likely contributing to the reductions in dropout rates and suspensions. This includes our Superintendent's Advisory, the Principals' Advisories at both comprehensive sites, and site-level clubs and activities that support engagement.

Conclusion
The concerted efforts to improve educational partner communication and engagement have yielded significant progress toward creating a more equitable and supportive educational environment. Despite encountering challenges, the successes achieved underscore the impact of targeted engagement and support strategies. Moving forward, the commitment to continuously improving these strategies, based on outcomes and reflections, will be essential for sustained improvement and success. This analysis underscores the complexity of implementing wide-reaching educational initiatives and the importance of adaptability, communication, and community involvement in achieving desired outcomes.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

There are no significant discrepancies between our budgeted expenditures and the actual expenditures.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

The overall implementation of the actions aimed at increasing student, parent, and partner schools' engagement to create an equitable culture and climate to support all students involved a multi-faceted approach. The actions targeted enhancing collaborations, promoting parent participation, establishing new positions for community outreach, expanding engagement efforts, and creating meaningful opportunities for student involvement. The process encountered both challenges and successes, reflecting the complex nature of engaging a diverse educational community.

Implementation Effectiveness:
Collaboration with Partner Districts (2.1): Strengthening collaboration with Mountain View Whisman and Los Altos Elementary was effective in aligning academic expectations and communication. This was crucial in ensuring a seamless educational experience for students transitioning between districts. The consistent adoption of best practices across the districts marked a significant stride towards unified academic standards and behavior expectations.

Engagement of Parents and Community (2.4, 2.5, 2.6, 2.7): The creation of the Community Outreach Specialist position enhanced the district's capacity to engage with educational partners and the community. Programs aimed at LatinX engagement and broader parent involvement fostered an inclusive environment, encouraging active participation in ELAC, DELAC, and other parent organizations. Enhanced communication strategies, including robust use of digital platforms for updates and information dissemination, further supported this engagement.

Student Involvement (2.8): Initiatives to involve students, especially targeting historically disconnected groups (EL, FY, LI), led to meaningful engagement opportunities. These actions were vital in addressing the feeling of disconnection from the school community among vulnerable groups.

While the implementation of actions to increase educational partner communication and engagement encountered both successes and challenges, the reflections on these experiences provide valuable insights for making more effective and responsive adjustments in future cycles. The commitment to continuously improving engagement strategies underscores MVLA's dedication to creating an equitable and supportive educational environment for all students.

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.

Following thoughtful reflection on our practices and the outcomes achieved in the past year, MVLA will implement a strategic adjustment to our goals for the upcoming year. This adjustment entails the merging of our existing goal into two distinct goals: Communication and Engagement. This decision stems from our recognition that while Communication and Engagement have been treated as standalone goals, their effectiveness and impact are maximized when they are thoroughly integrated into both classroom practices and district-wide systems.

This integration is based on the premise that effective communication and meaningful engagement are foundational to creating an educational environment that fosters collaboration, understanding, and active participation among all stakeholders—students, teachers, parents, and the wider community. By infusing these elements into the fabric of our daily operations and educational strategies, we aim to enhance the quality of interactions and the educational experience across the board.

To ensure we maintain continuity in our efforts and can accurately assess our progress, we will employ similar metrics to those used in previous years. These metrics have proven to be valuable tools in measuring the effectiveness of our strategies and identifying areas for improvement. By continuing to use these metrics, we aim to provide a consistent framework for evaluation, allowing for a more straightforward comparison of data over time and facilitating a deeper understanding of the impact of our refined goals.

In essence, this evolution in our goal-setting process reflects a commitment to embedding communication and engagement at the heart of our educational mission. It acknowledges that these elements are not merely additional objectives but are central to the creation of a dynamic and responsive educational ecosystem. As we move forward, we will closely monitor the implementation of these merged goals, ensuring that our actions continue to support and enhance the educational journey of every student within our district.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update 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 1, 5, 6)

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
1.) Percent of classrooms and campuses that are properly maintained and clean as measures by SARC.	100%	100% Source: 2020-21 FIT report & SARC	100% Source: SARC 2021-22	100% Source: SARC 2022-23	100%
2.) Percentage of students who attended school 96% of the time or more.	2019-20: 85% 2020-21: 92%	92% Source: 2020-21 query, EOY attd percentage, MV & LA	65% Source: 2021-22 query, EOY attd percentage, MV & LA	65% (2812 stu 96%+ 4329 enrollment) Source: 2022-23 query, EOY attd percentage, MV & LA	94%
3.) Percent of students chronically absent - reduction of district average below county (8.8%) and	MVLA: 9.6%	MVLA: 4.9% Source: 2020-21, DataQuest (chronic abs %), district-wide	MVLA: 13.1% Source: 2021-22, DataQuest (chronic abs %), district-wide	MVLA: 13.1% Source: 2022-23, DataQuest (chronic abs %), district-wide	MVLA: 8.6%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
state (12.0%) averages					
4.) Number 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.	2020-21 = 3 total suspensions LatinX = 1 Asian = 1 White = 1 African American = 0 Other = 0 Source: 2020-21, DataQuest, District-wide	109 total suspensions (unduplicated stu counts below) 83 stu suspended LatinX = 55 Asian = 5 White = 15 African American = 0 Other = 8 Source: 2021-22, DataQuest, District-wide	124 total suspensions (unduplicated stu counts below) 90 stu suspended // 2.0% LatinX = 64 // 5.2% White = 11 // 0.7% Asian = 3 // 0.2% African American = 1 // 1.9% Other = 5 // 1.0% (# of stu // % of stu within group) Source: 2022-23, DataQuest, District-wide	Below 20 suspensions LatinX = 13 Asian = 4 multiple = 0 white = 2 Other = 1
5.) Percentage of positive responses in the areas of 'safety' and 'connectedness' as measures by the CHKS	In 2019-20 9th-grade = % 11-grade= 64% LatinX students (9th-graders = 61% 11th-graders = 61% Not English Proficient students 9th-graders=61%, 11th-graders=53%	Safety (2021-2022) School Safety 9th Grade = 75% 11th Grade = 77% LatinX students Safety 9th graders = 65% 11th-graders = 65% Not English Proficient students (Status) 9th graders = 71% 11th-graders =71%	No California Healthy Kids Survey this school year.	School Safety 9th Grade: 77% 11th Grade: 81% LatinX Students Safety 9th Grade: 68% 11th Grade: 68% Not English Proficient students (Status) 9th Grade: 69%	9th-grade = 80% 11-grade= 80% LatinX students (9th-graders = 76% 11th-graders = 76% Not English Proficient students 9th-graders=75%, 11th-graders=68% SED

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	SED 9th-graders=57%, 11th-graders=54% LGBTQI+ 9th-graders=65%, 11th-graders=54%	SED (By Parents Education) 9th-graders = 63% 11th-graders = 60% LGBTQI+ 9th-graders = 57% 11th-graders = N/A% Connectedness (2019-2022) School Connectedness 9th Grade = 67% 11th Grade = 65% LatinX students 9th graders = 60% 11th-graders = 54% Not English Proficient students (status) 9th graders = 63% 11th-graders = 60% SED (By parents Education) 9th-graders = 59% 11th-graders = 49% LGBTQI+ (By Gender Identity) 9th-graders = 50% 11th-graders = N/A%		11th Grade: 68% SED 9th-graders: 69% 11th-grade: 67% LGBTQI+ 9th-graders: 68% 11th-graders:74% School Connectedness 9thGrade: 69% 11th Grade: 70% LatinX Students 9th graders: 61% 11th-graders: 57% Not English Proficient Students (status) 9th graders: 55% 11th-grade: 60% SED 9th-graders:56% 11th-grader:56% LGBTQI+ 9th-graders: 61% 11th-graders: 67%	9th-graders=70%, 11th-graders=700% LGBTQI+ 9th-graders=75%, 11th-graders=75%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
6.) Percentage of teachers participating in Professional Development activities designed to improve their effectiveness SEL, as evidence by SARC	100%	100%	100%	100% via structured student talk and constructing meaning	100%
7.) Number of student expulsions	2019-2020 = 1 2020-2021 = 0	0 Source: CALPADS 2021-22	0 Source: 2021-22 CALPADS	0 Source: 2022-23 CALPADS	0
8.) Chronic Absenteeism	2019-20 = 9.6%	4.9% Source: Datazone, 2020-21	13.1% // 604 Students Source: 2021-22, DataZone (Chronic abs %), district wide	13.1% // 590 Students Source: 2022-23, DataQuest (Chronic abs %), district wide	7%

Goal Analysis

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.

In addressing the goal of providing a healthy, safe, secure, and respectful learning and working environment that supports engagement, wellness, health, and school connectedness for students and staff, MVLA implemented various planned actions. These initiatives were

designed to foster an inclusive and supportive atmosphere, helping learning. The following encapsulates the overall execution process alongside the challenges and successes encountered.

Professional Development on Fostering an Inclusive Classroom (3.1): Professional development sessions were implemented district-wide to equip teachers with the skills and knowledge to create inclusive classrooms. This included structured student talk and trauma-informed practices. We are implementing Constructing Meaning training district-wide for all staff. Over the next two years, we will take four cohorts of teachers through the training, leading us to full implementation. In addition, optional PD included mindfulness, restorative circles, and trauma-informed consultation. This initiative saw high levels of participation and positive feedback. However, scheduling conflicts and time constraints limited the depth of training for some staff members, necessitating additional sessions.

Clinical Counselors (3.2): We increased the number of clinical general education mental health counselors available to students. Our implementation and support of students' needs were successful. We are now working on building out more small groups and tier 2 services with our counselors.

MVLA Intake Coordinator (3.3): We successfully created the intake coordinator position to streamline referrals to student support services.

Intervention and Supports for English Learners (3.4): We successfully established an EL Newcomer Academy, a dedicated mental health clinician, and advisory support. Moving forward, we are committed to further enhancing and refining our initiatives.

Parent Engagement (3.5): We engaged with parents via newsletters, MVLA Speaker Series, PSTA, Family Partnership Council, and Families with students of exceptional needs partnership group. Additional innovative strategies are needed to reach less engaged groups.

Gender Support Plan (3.9): We successfully development, trained administrators, have a a comprehensive plan to support gender-inclusive policies and practices.

Behavior Intervention Pathways (3.10) The establishment of clear pathways for behavior and academic interventions is underway. There is still work to be done on this by building out, monitoring, and refining our pathways.

Inclusion Activities (3.12): Although we hosted many inclusion activities from diversity week to mental health awareness activities, some of the larger inclusion activities, such as Camp Everytown and Challenge Day, were eliminated due to time constraints with students losing instructional time in order to participate.

In addition to the points highlighted above, we've celebrated numerous successes under Goal Three, including: the CA Healthy Kids Survey which highlighted improvements in safety and connectedness. We have maintained clean, safe campuses and achieved consistent student attendance. There has been a significant increase in staff participation in professional development programs, particularly those focusing on Social-Emotional Learning (SEL).

MVLA's commitment to creating a supportive educational environment yielded notable progress, reflected in improved perceptions of safety and connectedness. Despite facing challenges such as time limitations, the successes achieved underscore the efficacy of targeted interventions and the importance of continuous improvement.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

There have been notable discrepancies (20% or more) between the budgeted amounts and the actual expenditures for several actions:

3.1: Professional Development for Inclusive Classrooms
We significantly expanded our professional development offerings, including training in Trauma-Informed Practices, Restorative Circles, Mindfulness, and supporting staff attendance at conferences focused on Social and Emotional Learning (SEL). This expansion led to higher expenditures than initially planned.

3.2: Clinical Counselors
We added a counselor to our general education clinician team. Additionally, the inclusion of our ERMHS (Educationally Related Mental Health Services) therapists, who provide services to specific students with IEPs, also contributed to a significant increase in expenditures.

3.4: Intervention and Supports for English Learners
With the addition of our EL program at LAHS, we also added a bi-lingual therapist to help support the mental health needs of our newcomers. This expenditure increase reflects this added position.

3.10: Intervention Pathways
We introduced an EdTech application to assist students struggling with math, enhancing our intervention toolkit with APEX and ALEKS programs. This new addition resulted in higher-than-anticipated spending.

3.12: Inclusion Activities
Originally planned to support Camp Everytown and Challenge Day, we revised our approach to engaging and including students in ways that did not require them to miss class or instructional time. This change in strategy likely affected the financial allocations for these activities.

These discrepancies highlight the dynamic nature of our programming and the need for adaptive financial planning to accommodate evolving educational priorities and strategies.

Evaluating the effectiveness of specific actions taken during the three-year LCAP cycle reveals a nuanced picture of progress toward established goals. The actions implemented and their impacts, measured largely through improvements in CAHKS (California Healthy Kids Survey) scores and other metrics, provide a basis for assessing their success.

3.1: Professional Development on SEL (Social and Emotional Learning)
The professional development initiatives focused on SEL have proven to be effective. This is evidenced by significant improvements in CAHKS scores, which indicate that such training has positively impacted the school environment and student well-being. Enhancing educators' skills in SEL contributed to creating a more supportive and understanding atmosphere conducive to learning and personal growth.

3.2: Clinical Counselors
The decision to increase the number of clinical counselors has been effective, as demonstrated by improved mental health data reflected in CAHKS scores. This suggests that having more counselors available directly benefited students' mental health, providing them with the support needed to navigate challenges and contributing to a healthier school environment.

3.3: In-take Coordinator
Implementing the role of an In-take Coordinator effectively led to a more organized referral process. While specific data points are not mentioned, the organization of referrals facilitated better access to services and support for students, streamlining the process and ensuring those in need receive timely help.

3.4: Intervention and Supports for English Learners
Actions taken to provide targeted intervention and supports for English Learners (EL) have been partially effective. Improved CAHKS scores among EL students indicate success in some areas. However, there remain areas for improvement, particularly regarding graduation rates and SBAC (Smarter Balanced Assessment Consortium) scores. This suggests a need for continued focus and perhaps adjustment of strategies to address these specific challenges.

3.8: Campus Safety and Discipline
Improvements in CAHKS scores related to students feeling safe on campus signal the effectiveness of actions taken to enhance campus safety. Efforts to explore and implement alternative means of discipline also indicate a progressive approach to managing behavior, although the effectiveness of these new strategies is still under evaluation.

3.10: Intervention Pathways
The introduction of intervention pathways has shown some effectiveness, as evidenced by improvements in grades and attendance. However, this action is still described as a work in progress, suggesting that while positive trends are observed, there is room for further development and refinement to fully realize the desired outcomes.

Overall, the specific actions undertaken during the LCAP cycle have demonstrated varying degrees of effectiveness in advancing toward the goal of improving student well-being and academic success. While notable progress has been made in several areas, particularly in

enhancing SEL, mental health support, and campus safety, other areas, such as support for English Learners and the development of intervention pathways, highlight the need for ongoing effort and possible reevaluation of strategies to ensure all students benefit fully.

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.

In light of reflections on our prior practices and outcomes, we will implement changes to our planned goals, metrics, desired outcomes, and actions for the coming year. This shift involves merging the current goal into two distinct yet interconnected goals for the next academic year. This adjustment is based on our understanding that wellness and safety are not merely peripheral concerns but are integral to the fabric of our educational environment. Therefore, these elements should be seamlessly infused within classroom interactions and across district-wide systems rather than treated as standalone objectives.

The rationale behind this change is twofold. Firstly, it acknowledges the intrinsic link between a student's well-being and their ability to learn and succeed academically. Secondly, it reflects our commitment to creating an educational experience that prioritizes the mental and physical safety of our students as a foundation for all learning and interaction within our schools.

To ensure the effectiveness of this strategic realignment, we will continue to utilize similar metrics to those employed in previous years. These metrics have proven valuable in assessing progress and areas for improvement. By maintaining the use of established metrics, we aim to ensure continuity in our evaluation processes, allowing for a more accurate comparison of data over time and a clearer understanding of the impacts of our refined goals.

This evolution of our objectives represents a more integrated approach to addressing the needs of our students. It signifies our belief in the importance of fostering environments that support both the academic achievements and the overall well-being of our students. As we move forward, we will closely monitor the implementation and outcomes of these merged goals to ensure that our educational practices are as effective and supportive as possible.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

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)

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
1.) Percent of teachers participating in Professional Development activities with a focus on Equity and MTSS strategies	100%	100%	100%	100%	100%
2.) Percent of teachers fully credentialed and assigned to teach in areas of their specialization	100%	100% Source: 2020-21 CA Dashboard Local Indicators	100% Source: 2022 CA Dashboard Local Indicators	100% Source: 2023 CA Dashboard Local Indicators	100%
3.) EL access to CA standards, including ELD as measured by self-reflection tool and CA dashboard	100% of our ELs have access to CA state standards in lessons and curriculum	100% of our ELs have access to CA state standards in lessons and curriculum Source: 2020-21, LEA	100% of our ELs have access to CA state standards in lessons and curriculum Source: 2021-22, LEA	100% of our ELs have access to CA state standards in lessons and curriculum Source: 2022-23, LEA	100% of our ELs have access to CA state standards in lessons and curriculum

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
4.) Graduation rates for Hispanic with Limited English Proficiency (LEP) and Social-Economically Disadvantaged (SED)	Hispanic & LEP - 59% Hispanic & SED = 86.5%	Hispanic & LEP = 67% Hispanic & SED = 83% Source: 2020-21, indicators, MV & LA	Hispanic & LEP = 71% Hispanic & SED = 94% Source: 2021-22, Indicators, MV & LA	Hispanic & LEP = 55% Hispanic & SED = 84% Source: 2022-23, Indicators, MV & LA	Hispanic & LEP - 70% Hispanic & SED = 90%
5.) Percent of students chronically absent - reduction of district average below county (8.8%) and state (12.0%) averages (also in Goal 3)	MVLA: 9.6%	MVLA: 4.9% Source: 2020-21, DataQuest (chronic abs %), district-wide	MVLA: 13.1% Source: 2021-22, DataQuest (chronic abs %), district-wide	MVLA: 13.1% Source: 2022-23, DataQuest (chronic abs %), district-wide	MVLA: 8.6%
6.) Percent of students reporting that they feel connected to the school (based on the California Healthy Kids Survey)	Freshmen 68% Juniors 64%	Freshmen 67% Juniors 65% Source: CA Healthy Kids Survey 2021-22	No California Healthy Kids Survey this school year.	Freshmen 69% Juniors 70% Source: CA Healthy Kids Survey 2023	Freshmen 78% Juniors 78%
7.) Number of co-taught classes on each campus as evidenced by district records	9 classes	15 classes Source: 2021-22	18 classes Local data 2022-23	30 classes Local data 2023-24	10 classes
8.) 100% of classrooms will have complete instructional materials as evidenced by district records.	100%	100% Source: 2020-21	100% Source: SARC 2021-22	100% Source: SARC 2022-23	100%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
9.) Number 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)	2020-21 = 2 3 total suspensions LatinX = 1 White = 1 Asian = 1 African American = 0 Other = 0 Source: 2021-22, DataZone, District-wide	109 total suspensions (unduplicated stu counts below) 83 stu suspended LatinX = 55 White = 15 Asian = 5 African American = 0 Other = 8 Source: 2021-22, DataQuest, District-wide	124 total suspensions (unduplicated stu counts below) 90 stu suspended // 2.0% LatinX = 64 // 5.2% White = 11 // 0.7% Asian = 3 // 0.2% African American = 1 // 1.9% Other = 5 // 1.0% (# of stu // % of stu within group) Source: 2022-23, DataQuest, District-wide	Below 20 suspensions LatinX = 13 Asian = 4 multiple = 0 white = 2 Other = 1

Goal Analysis

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.

MVLA's focused implementation of these goals highlights our commitment to professional learning, some of the challenges we faced, and significant successes in enhancing teacher capabilities and student experiences.

4.1: Professional Learning Vision
The district developed a comprehensive professional learning plan aimed at enhancing staff competencies over three years with a strong focus on equity and Tier 1 Multi-Tiered System of Supports (MTSS) strategies. This plan specifically targeted support for English Learners (EL), Foster Youth (FY), and Low-Income (LI) students.
The initiative saw success in creating a more unified approach toward professional learning, integrating equity and engagement via Constructing Meaning into the core of staff development, and raising awareness of the specific needs of EL, FY, and LI students.

4.2: Instructional Support Team
The Instructional Support Team (IST) mentors and supports new teachers through coaching and targeted professional development. This team's primary function included fostering better instructional strategies for EL, FY, and LI students. Enhanced support for new and tenured teachers led to improved classroom practices, particularly in addressing the needs of targeted student groups. We will continue to build a robust system of support, feedback, and curriculum support for all teachers.

4.3: Anti-bias/Anti-racism Professional Learning
This goal became integrated with our Constructing Meaning professional development. This was designed to ensure uniform messaging and approaches to dismantling systemic biases.

4.4: Partner-school Collaboration
Due to time constraints, collaborating with partner districts to align curriculum and support transitions for students was a challenge. Success in this area would be achieved through cross-district collaboration between administration and counselors to ensure a smooth 8th-grader enrollment process; this included specific presentations to families of students with IEPs.

4.5: Continued PD for SPED
MVLA provided ongoing development opportunities through joint preparations, retreats, and coaching, focusing on inclusion and scaffolding. With this, we saw enhanced effectiveness in co-taught and General Education classes, with improvements in inclusion practices. We worked through the challenge of ensuring that professional development opportunities were equally effective for SPED and General Education teachers, as well as co-teacher teams new to co-teaching and veteran teams.

4.6: Collaboration
We provided after-school compensation and course team release days for teachers to collaborate on improving student outcomes and aligning curriculum. A challenge we continue to face is the time constraints for regular, ongoing collaboration time.

4.8: Curriculum Institute
CI provided structured guidelines for summer collaboration, retreats, and conference attendance. This increased teacher preparedness and enriched curriculum offerings, aligning with broader educational goals.

4.9: Classified Professional Development Plan
We offered increased PD to our classified staff. By collaborating with classified staff to identify training needs, we were able to provide more tailored PD opportunities that supported their varied roles and responsibilities.

4.10 & 4.11: ELs and Culturally Relevant Education
MVLA supported professional learning and collaboration for teaching designated ELD classes and incorporated culturally relevant pedagogy and materials in classrooms.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

There have been some discrepancies (20% or more) between the budgeted amounts and the actual expenditures for several actions:

4.3: Anti-bias/Anti-racism Professional Learning
For the 2023-2024 school year, our anti-bias and anti-racism initiatives were largely integrated into broader training efforts. These included Constructing Meaning and ELD training, which incorporated elements of culturally responsive education. Although there was minimal standalone training specifically labeled under this action item, its principles were infused throughout other professional development activities.

4.5: Continued PD for Co-teachers
This year, we organized two specific training sessions for our co-teaching staff and funded collaboration time. Additionally, co-teachers participated in Constructing Meaning professional development. Due to this integration, we observed a slight decrease in the actual expenditures compared to what was budgeted.

4.9: Classified Professional Development
Our objective this year was to enhance professional development for all staff, including our classified employees. We not only met but exceeded this goal by providing onsite professional development and facilitating participation in external conferences, workshops, and training sessions, which led to higher-than-anticipated expenditures.

These variances underscore the fluid nature of our educational and training programs and point to the need for ongoing adjustments to align budget forecasts with actual needs and implementations.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

The overall effectiveness of the actions implemented during the LCAP cycle varied across goals. Where teacher and classroom practices changed (as seen with co-taught classes and PD participation), there were signs of progress toward the intended goals. However, some actions did not produce the desired impact on student discipline or absenteeism, indicating areas where further investigation and strategy adjustment are necessary.

4.1: Professional Learning Vision, and 4.2: Instructional Support Team

We were effective in this action; achieving full participation indicates strong engagement and commitment from staff towards equity and engagement, and structured student talk.

4.5: Continued PD for SPED
The increase in co-taught classes indicates the successful implementation of support systems for teachers, aiding in more inclusive teaching strategies. Continuing to support co-taught classes with professional development for those teachers refining their joint-instructional methods led to an increase in the number of students with IEPs achieving a-g ability.

4.2: Instructional Support Team, 4.6: Collaboration, 4.8: Curriculum Institute (CI), and 4.11: Culturally Relevant Education
Collaboration time and PD were beneficial for planning and assessing student work and refining instructional strategies. On the CA Healthy Kids Survey, we saw an increase in students reporting that they feel connected to the school. The unchanged absentee rates may suggest potential areas for further improvement in engagement or might indicate other underlying issues not addressed by the PD alone.

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.

In reviewing our past practices and reflecting on our achievements, we will revise our strategic approach by merging our current goal of Professional Learning into two broader goals for the upcoming year. This decision stems from the understanding that Professional Learning should not be viewed as a standalone goal but rather as a tool to enhance both classroom support and district-wide systems.

This integration recognizes that the ultimate aim of professional learning is to improve teaching effectiveness and student outcomes across the board. Therefore, professional development activities will be closely aligned with specific needs within classroom settings and across the district, ensuring that they directly contribute to enhancing instructional quality and educational practices.

To ensure consistency and the ability to measure the impact of these changes, we will continue to use metrics similar to those used in previous years. These metrics will be slightly adjusted to more accurately reflect the integration of professional learning into broader educational strategies. By doing so, we aim to maintain a robust framework for evaluating the effectiveness of our professional development initiatives and their influence on improving classroom environments and district-wide educational outcomes.

By merging this goal into two encompassing goals, we reaffirm our commitment to using professional learning as a dynamic instrument for educational enhancement, designed to foster a more holistic approach to developing competencies that benefit educators and students alike. As we proceed with this refined focus, we will closely monitor and adapt our strategies to ensure they meet the evolving needs of our educators and contribute effectively to our overarching educational objectives.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Instructions

For additional questions or technical assistance related to the completion of the Local Control and Accountability Plan (LCAP) template, 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.

Complete the prompts as instructed for each goal included in the 2023–24 LCAP. Duplicate the tables as needed. The 2023–24 LCAP Annual Update must be included with the 2024–25 LCAP.

Goals and Actions

Goal(s)

Description:

Copy and paste verbatim from the 2023–24 LCAP.

Measuring and Reporting Results

- Copy and paste verbatim from the 2023–24 LCAP.

Metric:

- Copy and paste verbatim from the 2023–24 LCAP.

Baseline:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 1 Outcome:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 2 Outcome:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 3 Outcome:

- When completing the 2023–24 LCAP Annual Update, enter the most recent data available. Indicate the school year to which the data applies.

Desired Outcome for 2023–24:

- Copy and paste verbatim from the 2023–24 LCAP.

Timeline for completing the "**Measuring and Reporting Results**" part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023–24)
Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Enter information in this box when completing the 2023–24 LCAP Annual Update.	Copy and paste verbatim from the 2023–24 LCAP.

Goal Analysis

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective in achieving the goal. Respond to the prompts as instructed.

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

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

- Describe the effectiveness or ineffectiveness of the specific actions in making progress toward the goal during the three-year LCAP cycle. "Effectiveness" means the degree to which the actions were successful in producing the desired result and "ineffectiveness" means that the actions did not produce any significant or desired result.
  o In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.
  o When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
  o Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

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.

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.
  o As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:
    ▪ The reasons for the ineffectiveness, and
    ▪ How changes to the action will result in a new or strengthened approach.

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