

# LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Mountain View School District

CDS Code: 19648160000000

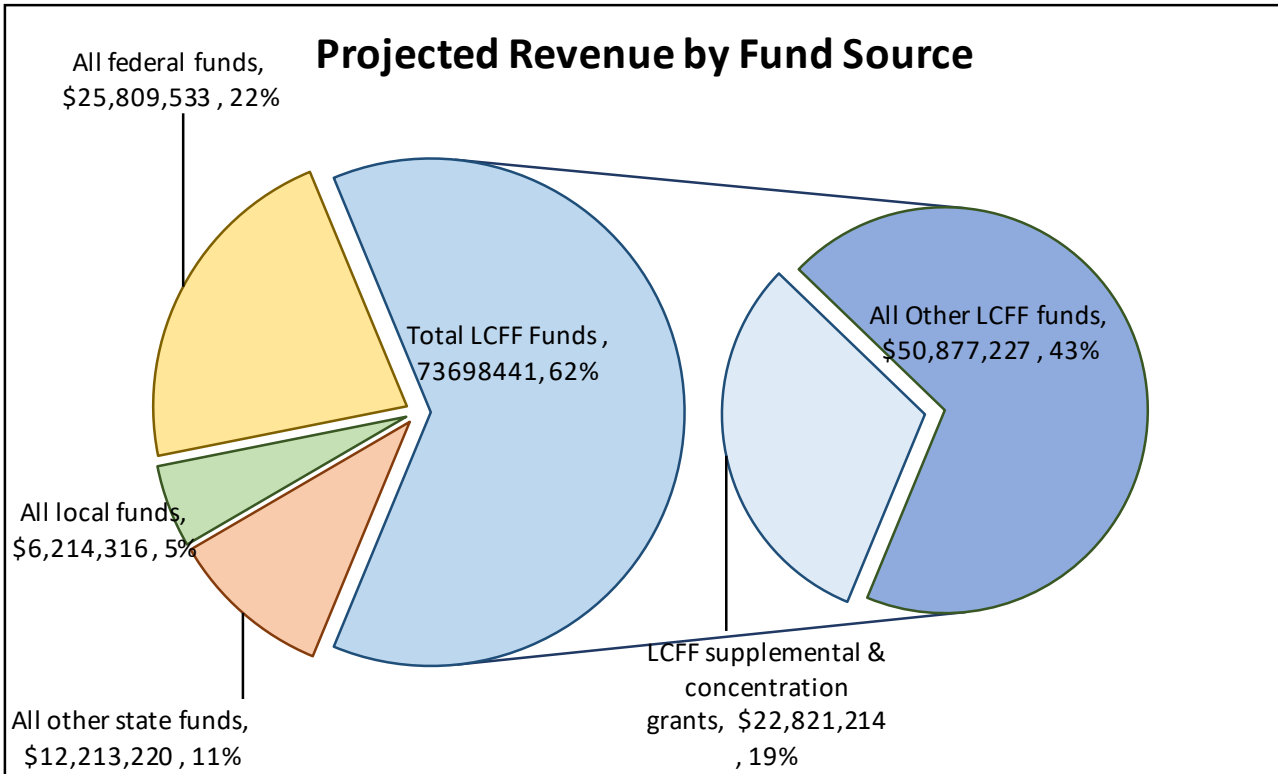
School Year: 2022 – 23

LEA contact information: Jefferey S. Lagozzino, Ph.D.

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

## Budget Overview for the 2022 – 23 School Year

### Projected Revenue by Fund Source

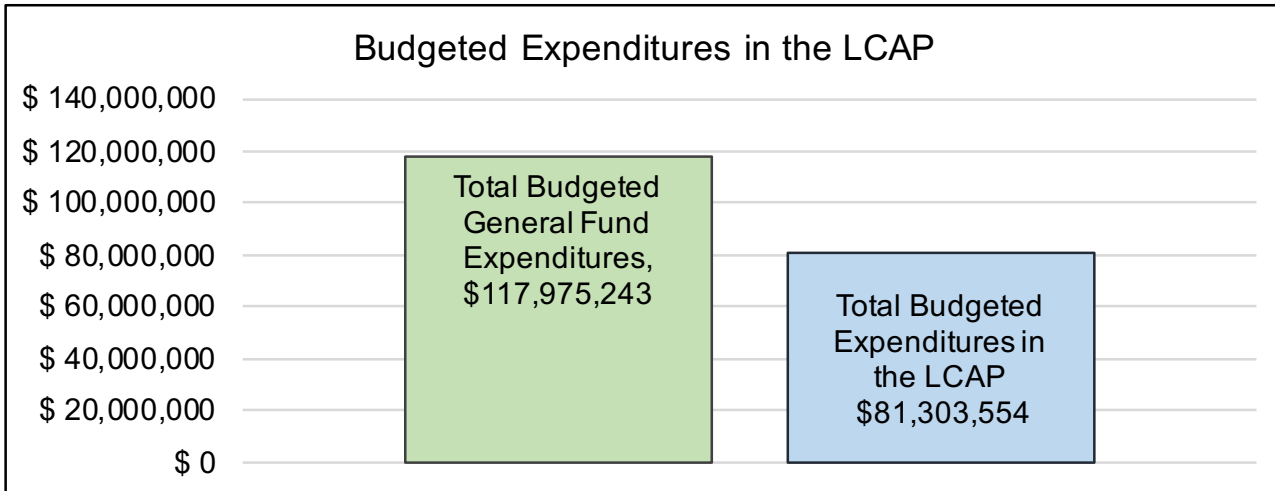


This chart shows the total general purpose revenue Mountain View School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Mountain View School District is \$117,935,510.00, of which \$73,698,441.00 is Local Control Funding Formula (LCFF), \$12,213,220.00 is other state funds, \$6,214,316.00 is local funds, and \$25,809,533.00 is federal funds. Of the \$73,698,441.00 in LCFF Funds, \$22,821,214.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.

# LCFF Budget Overview for Parents



This chart provides a quick summary of how much Mountain View School District plans to spend for 2022 – 23. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Mountain View School District plans to spend \$117,975,243.00 for the 2022 – 23 school year. Of that amount, \$81,303,554.00 is tied to actions/services in the LCAP and \$36,671,689.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

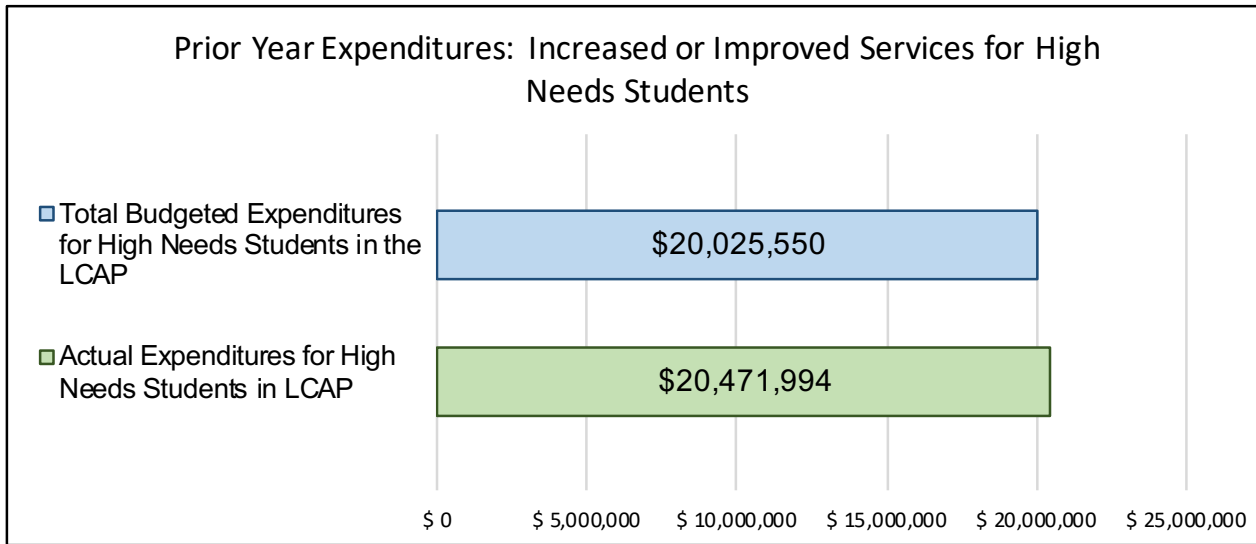
General Fund Budget Expenditures not included in the LCAP are any expenses not directly tied to instruction or instructional/school support, such as: Maintenance and Physical Plant, Business Services, Personnel Services, Warehouse, Technology Services, the Board of Education and the Superintendent's Office. We also do not include expenditures for Special Education in the LCAP. Finally, Federal Funds addressing COVID Relief are not included in this LCAP.

## Increased or Improved Services for High Needs Students in the LCAP for the 2022 – 23 School Year

In 2022 – 23, Mountain View School District is projecting it will receive \$22,821,214.00 based on the enrollment of foster youth, English learner, and low-income students. Mountain View School District must describe how it intends to increase or improve services for high needs students in the LCAP. Mountain View School District plans to spend \$26,434,964.00 towards meeting this requirement, as described in the LCAP.

# LCFF Budget Overview for Parents

## Update on Increased or Improved Services for High Needs Students in 2021 – 22



This chart compares what Mountain View School District budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Mountain View School District estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2021 – 22, Mountain View School District's LCAP budgeted \$20,025,550.00 for planned actions to increase or improve services for high needs students. Mountain View School District actually spent \$20,471,994.00 for actions to increase or improve services for high needs students in 2021 – 22.

# 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
Mountain View School District	Jefferey S. Lagozzino, Ph.D. Interim Assistant Superintendent of Educational Services	jlagozzino@mtviewschools.net 626-652-4000

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).

The Mountain View School District has a comprehensive engagement process for the Local Control Accountability Plan (LCAP). This process includes presentations to the Board of Education throughout the year on progress made in each of our four LCAP goals and their related actions and services, community surveys, input from certificated and classified staff and their associations, administrators, parent leadership groups, and students (see engagement dates from the development of the 2021-2024 plan below). With the upcoming development of the 2022-23 LCAP, this process will expand to include not only input for the LCAP, but also for actions and services provided through the variety of other state and federal funds such as the Expanded Learning Opportunity- Grant (ELO-G), the Expanded Learning Opportunity- Program (ELO-P), the Elementary and Secondary Emergency Relief Plan (ESSER III), and the Educator Effectiveness Fund.

Feedback for the development of the 2021-2024 LCAP was collected over several months. Stakeholder engagement and input were collected via surveys, consultation with the certificated and classified associations, consultation with the District English Learner Advisory Committee (DELAC), consultation with administrations and community partners, and meeting with the District Data Team.

The following timeline was used to provide updates and develop the LCAP to meet all statutory requirements.

## September 2020 District

- Superintendent provided the Board of Education an update on Summer Learning programs
- Superintendent provided the Board of Education a draft copy of the LCP as required under Senate Bill 98 (SB98) for public hearing and subsequently for approval.

## October 2020 District

- Superintendent provided the Board of Education an update on the Mental Health Services provided to students During COVID-19 aligned to the LCP and LCAP Goal 3.

#### November 2020 District

- Superintendent provided the Board of Education an update and review of the California School Dashboard and LCAP Local Indicators

#### December 2020 District

- Superintendent provided the Board of Education with the Local Control Funding Formula (LCFF) Budget Overview for Parents as required under Senate Bill 98 (SB98) for approval.

#### January 2021 District

- Superintendent provided the Board of Education an update on the implementation of goal 3 and goal 4 services and activities.
- Made revisions to the LCAP and LCAP to reflect revenue adjustments.

#### February 2021 District

- Superintendent provided the Board of Education an update on the implementation of goal 2 services and activities.
- Superintendent provided an update on the implementation of the LCAP to parents at the Consolidated Parent Advisory Committee meetings.
- The District English Learner Advisory Committee provided a presentation, providing recommendations to the Board of Education on servicing English Learners.

#### March 2021 District

- Superintendent provided the Board of Education an update on the implementation of Learning Continuity and Attendance Plan attendance services and activities.
- MVSD Board of Education reviewed and considered revisions of District Goals.
- Administration and Cabinet members developed the process to collect input on the revision of the LCAP based on the eight State Priorities.

#### April 2021 District

- Superintendent provided the Board of Education an update on the implementation of goal 1 services and activities.
- Superintendent developed and began seeking input on the timeline for the annual revision of the LCAP from the administration, MVTA Executive Board, CSEA Executive Board, and the parents.
- District staff reviewed the current year LCAP and process for reviewing the input from parents and staff to establish priorities for the LCAP and provide input on current activities.
- Superintendent and Employee Association leadership identified certificated staff, classified staff, administrators, and parents to serve on the District Data Team.

#### May 2021 District

- District developed, administered, and tallied student, parent, and community surveys of LCAP activities and priorities.

- Superintendent met with the MVTA Executive Board, CSEA Executive Board, Superintendent's Parent Advisory Council (SPAC), and the District English Learner Advisory Committee (DELAC) to inform them of the LCAP process, provide available data and give an opportunity to provide input.
- District data committee reviewed input from parents and staff to establish priorities for the LCAP and provide input on current activities.

#### June 2021 District

- Cabinet reviewed the input developed by the Data Committee and categorized the feedback into larger areas of focus, such as Early Childhood Education, Academic, and Social Support, Wellness, etc.
- Superintendent presented draft Actions and Services based on input from advisory committees, staff, students, and parents to the Superintendent's Advisory Council and District English Learner Advisory Council. Parents provided written comments, which the Superintendent responded in writing and posted on the District website.
- Consultation with associations on the draft plan.
- June 3, 2021, the District Superintendent and Board of Education provided a Public Hearing on the LCAP and budget. Consultation with associations on the draft plan.
- June 24, 2021, the Board of Education approved the LCAP, along with the annual budget.

During consultation and opportunities for input, the DELAC recommended that the Board of Education continue to support the Parent Leadership Academy and other Parent Programs, support technology access for students, and support and increase interventions for English learners and all other students through the LCAP plan. Consultation with Classified School Employees Association produced recommendations for professional development in the areas of technology, intervention support strategies, and PBIS and tiered supports. Consultation with the Mountain View Teachers Association produced recommendations for educator training to fully implement site programs due to staff reassignments during school consolidation, additional preparation and planning time, and opportunities for cross-grade level collaboration to support students with unique 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.

In preparation for the 2021-22 school year, the Mountain View School District conducted a process to right-size our existing facilities and staff. This included the closure of four school sites and the movement of staff to the eight remaining sites. Therefore, based on educational partner feedback through the 2022-23 LCAP process, the additional concentration grant add-on funding will be used to expand and enhance actions and services that provide direct services to our low-income, English learners, and/or foster youth throughout the district in the following areas:

- \* Goal 1, Action 2- English Language Arts, Content Literacy, and English/Academic Language Development
- \* Goal 1, Action 3- Services to Support Mathematics Instruction
- \* Goal 1, Action 4- Services to Support Science and Engineering Programs

- \* Goal 1, Action 6- Visual and Performing Arts
- \* Goal 1, Action 8- Physical Education Programs
- \* Goal 1, Action 9- Extended Day and Summer Library Services
- \* Goal 1, Action 11- Summer and Extended Day Programs for Advanced Learners
- \* Goal 2, Action 3- Extended Support Programs for English Learners
- \* Goal 3, Action 6- Social-Emotional Learning-Arts Integration Programs

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.

In addition to previous consultation and opportunities for input during the development of the LCAP and ELO-G plans, the initial process of educational partner engagement on the ESSER III plan was as follows:

#### July 2021 District

- \* A presentation to the Board of Education was made at a public meeting on the 2021-2024 Elementary and Secondary School Emergency Relief (ESSER III) Funds and intended uses.

#### September 2021 District

- \* District distributed a community survey to gather input from certificated and classified staff, administrators, District English Learner Advisory Committee (DELAC), and community members.
- \* District staff met with MVTA and CSEA leadership to consult on the ESSER III plan.

This input resulted in the following recommendations that were included in the ESSER III plan. The DELAC recommended that the Board of Education continue to support the Parent Leadership Academy and other Parent Programs, support technology access for students, and support and increase interventions for English learners and all other students through the LCAP plan. Consultation with Classified School Employees Association produced recommendations for professional development in the areas of technology, intervention support strategies, and PBIS and tiered supports. Consultation with the Mountain View Teachers Association produced recommendations for educator training to fully implement site programs due to staff reassignments during school consolidation, additional preparation and planning time, and opportunities for cross-grade level collaboration to support students with unique needs.

In alignment with this input, the ESSER III Community survey highlighted key areas to focus on in the ESSER III plan.

Parents in District leadership group, including the DELAC, School Site Councils (SSC), English Learner Advisory Councils (ELAC), Superintendent's Advisory Council (SPAC), and other groups indicated that the focus should be around:

- (1) implementing key components of the current English Language Arts and Mathematics programs;
- (2) delivering interventions for students through small groups; and,
- (3) ensuring all students receive high-quality instructional materials.

District staff including certificated and classified staff and administration (including our Director of Special Education/Student Support Services) concurred with these recommendations and also indicated a focus should be on the following:

- (1) adding instructional support staff to support interventions for English learners and other high-need students; and,
- (2) improving facilities to ensure a safe learning environment, including air quality, masks, and other safety measures.

The input from parents and the community at large mirrored the recommendations above. In addition, when asked what the top three areas of focus the district should include in the ESSER III plan, the survey further indicated attending to the following:

- (1) academic needs of students;
- (2) the social-emotional needs of students; and,
- (3) maintaining safe facilities

Surveys of our students in grades 4-8 indicated that 26% reported they struggle with academic work and need additional help and 47% reported they are interested in more Summer School opportunities. This input was incorporated into our planned actions.

The ESSER III plan will continue to be updated with input gathered from our educational partners through the 2022-23 LCAP process.

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.

To date, the majority of ESSER III expenditures have been in the area of developing and implementing procedures and systems to improve COVID preparedness and response. These efforts include personnel and supplies to support the requirements of AB 130 Independent Study (TK-8 Virtual Academy). Personnel costs include 1 District Coordinator, 16 teachers, and 1 office manager. Supplies include instructional materials, LTE connectivity for student devices, and cyber security. The other major expenditure with these funds is COVID Testing. In addition to overseeing the operations of the TK-8 Virtual Academy, our ESSER Coordinator also supervises and manages 7 Intervention Teachers that are providing direct reading intervention services to first-grade students at 7 of our 8 physical school sites.

Challenges:

- \* Virtual Academy initially staffed with substitute teachers

Successes:

- \* Providing broadband connectivity for students in the AB 130 Independent Study Program
- \* 311 students enrolled in AB 130 Independent Study through our TK-8 Virtual Academy
- \* Biweekly PCR testing at all 8 school sites



\* All 16 Virtual Academy Teachers are fully certificated teachers as of October 18, 2021

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.

The 2021-22 LCAP serves as the foundational plan for our District. The concentration grant add-on funds are aligned to enhance and expand actions and services in our LCAP primarily directed to our low income, English learner, and/or foster youth student population. Our ESSER III expenditure plan is aligned with our LCAP Goal 1, Action 2 and 3 to provide enhanced services above and beyond our LCAP plan in the area of primary intervention in reading and mathematics; and, in LCAP Goal 1, Action 11 to provide programs above and beyond our LCAP plan to address learning gaps for all grade levels in literacy, mathematics, and core subjects in our summer and extended day learning programs. Our ELO-G expenditure plan is aligned with our LCAP Goal 1, Action 2 providing direct, in-person reading intervention by 7 fully certificated teachers to students in first grade at 7 of our 8 school sites. As the 2022-23 LCAP process of educational partner engagement unfolds, additional enhanced and expanded actions and services funded by the ESSER III, ELO-G, and any other new additional state and federal funds, will be aligned with our LCAP.

# Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Mountain View Elementary	Jefferey Lagozzino Assistant Superintendent of Educational Services	jlagozzino@mtviewschools.net 6266524963

## Plan Summary 2022-2023

### General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten-12, as applicable to the LEA.

The Mountain View School District, located in the heart of the San Gabriel Valley, is a K-8 District with five elementary schools, three K-8 schools, and a Children's Center serving students from the cities of El Monte and South El Monte. We are committed to instructional leadership that focuses on high expectations and providing a well-balanced and quality education program to all students. We place no limits on our students' learning potential and support the needs of the whole child through foundational and enhanced supports for their physical and mental well-being, rigorous academics, targeted interventions, and robust enrichment programs. We are dedicated to our collective vision that each student will become a life-long learner, problem solver, critical thinker, effective communicator, and positive contributor to their school community.

The Mountain View School District serves approximately 5,300 K-8 students and 435 children in our Head Start/Preschool programs. As reported in the 2021 California Dashboard, the students in our district community are predominantly from low-income families (97% socioeconomically disadvantaged) and English Learners (49.7%). Additionally, 592 students (10.2%) are experiencing homelessness as identified through the McKinney-Vento Act and 49 students (0.8%) are Foster Youth. Further, our student population is 93.6% Hispanic, 5.1% Asian, and 1.3% Other Races/Ethnicities. Finally, approximately 11.8% of pre-kindergarten through eighth students district-wide receive services through Special Education. Our District also hosts classes for SELPA students from across the region and provides inclusion settings as an option for students beginning in preschool.

Our diverse learners also come from a variety of home language backgrounds. Spanish (62.28%), English (32.96%), Vietnamese (1.9%), Cantonese (1.55%), and Mandarin (.83%) are the largest language groups followed by a handful of other home languages including Khmer, Arabic, Tagalog, Burmese, Hindi, Portuguese and Punjabi. Upon initial enrollment, students that are identified as potential English Learners, based on the home language survey, take the Initial ELPAC to determine their English proficiency. In 2021-22, 357 students were assessed on this measure. From this group, 27 (8%) students were identified as Fluent English speakers and 330 (92%) were identified as English Learners. To serve the needs of our English Learners, the Mountain View School District offers Dual Language Instruction (Spanish/English) in grades K-8 based on parental requests at two schools: Parkview and Payne. Additionally, we offer a Mandarin enrichment program at one school: Twin Lakes. Other instructional programs for English Learners include Structured English Immersion and Mainstream English with Specially Designed Academic Instruction in English. For students that have recently arrived from another country, we also offer a Newcomer Program to students in grades 4-8.

Teamwork is key to achieving our collective vision for student success. The Mountain View School District has an outstanding team of school board members, administrators, educators, and support staff that works together with our parents, community and educational partners to set goals, measure progress, identify emerging needs, and plan effective actions and services to address our students' diverse needs. This Local Control Accountability Plan is a testament to the on-going dialogue

and collaboration with our educational partners focused on providing the best learning environment for all of our students.

## Reflections: Successes

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

One of our initial concerns upon returning to in-person instruction was to address the learning loss caused by the COVID-19 pandemic. We utilized the Diagnostic Online Reading Assessment (DORA) to measure our students' foundational literacy skills throughout the 2021-22 school year. On this measure, our baseline Pre-COVID levels of achievement for all students was 44% proficient. By March 2022, our students reached this same level of achievement on this assessment. In order to maintain and build upon this success, we plan to continue our targeted reading instruction, professional development, and academic interventions via In-School Interventions Teachers, as recommended by our educational partners. In addition, we plan to increase managerial supports for extended learning so that reading practice can be strategically embedded during extended learning time.

Additionally, as reported on DataQuest, our baseline reclassification rate for English Learners in 2019-20 was 8.5%. This same rate was achieved for 2020-21 school year. However, it must be noted that redesignation reporting has been modified by CALPADS. The new method calculates the percentage of redesignated English Learner students within the current school year only; whereas previously the calculation was made from October census day to October census day. In this new method, the actual 2020-21 redesignation rate was only 1.3% reflecting the challenges of distance learning on our English learners and the administration of remote tests. As of May 2022, our redesignation rate has rebounded to 5.3%. We attribute this rebound to our focus on the needs of our English Learners in Goal 2 of our LCAP our English Learner interventions, Newcomer Programs, and Dual Immersion. In order to maintain and build upon this success, we plan to continue all academic supports in place, including the facilitation of individual goal setting and monitoring sessions conducted by our EL TOSA and English Learner liaisons with our English learners in grades 3-8 throughout the year. In addition, we plan to increase supports for newcomer students in grades Tk-3 through an itinerant instructional assistant. This action supports that feedback provided by the DELAC Advisory committee on the need to increase supports for English learner students.

In the area of school climate, 83% of our students strongly agree/agree they feel safe on campus, as reported on our annual student survey for the 2021-22 school year. This is a great increase from 67% that was reported last year on this survey (2020-21). School-wide and classroom expectations continue to be supported through Positive Behavior Intervention and Supports (PBIS). In addition, our school counselors, counseling interns, campus monitors and campus security greatly help increase the sense of safety and security on our campuses. Furthermore, our school counselors and counseling interns received monthly training from a licensed arts therapist on arts-based, social emotional strategies to assist students with identifying feelings, emotional regulation, and coping with grief and anxiety. In order to maintain and build upon this success, we plan to continue to place great emphasis on the training of staff on social emotional learning (SEL) strategies and to increase planning and implementation of PBIS/MTSS activities at all campuses.

Family Engagement is also a strength in our District. When asked about family and community partnerships, 93% of parents positively rated community resources provided by the district. During the pandemic, we have pivoted to online meetings which have allowed greater flexibility for our families to attend district-wide and school-based meetings and committees. Also, through the Zoom platform we have been able to provide simultaneous translation of meetings and workshops into Spanish, Mandarin and Vietnamese which allows for greater participation and a more efficient delivery of information. The COVID-19 pandemic highlighted our district community's need for access to health care services. Our Family Center served as a community hub for COVID-19 testing and vaccination clinics throughout the school year. Our Family Center also served as a local study trip for all of our TK-3rd grade students since off-site visits for study trips was prohibited for most of the school year. The Family Center transformed into a Petting Zoo and Reptile Farm providing an engaging hands-on study trip experience for our students within the safe and healthy bounds of our district. In order to maintain and build upon this successes, we plan to incorporate hybrid options for parent meetings and committees to maintain flexibility in participation for our families, as we transition back to more in-person parent activities. In addition, we will continue to explore community needs that can be served through our Family Center.

California School Dashboard data will be reviewed when it is once again operational.

## Reflections: Identified Need

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

A review of our local Adaptive Diagnostic Assessment of Mathematics (ADAM) shows that overall our students continue to have a significant learning gap from the baseline Pre-COVID achievement level of 31.7% proficient. The current level of achievement on this measure is 24%. Additionally, our English Learner students continue to have significant learning gaps in achievement on the Diagnostic Online Reading Assessment (DORA) and ADAM. On DORA, the baseline Pre-COVID achievement level was 34% proficient. Currently, only 28% are proficient on this measure. On ADAM, the Pre-COVID achievement level was 26.6% proficient and currently is only 18% proficient on this measure.

The COVID-19 pandemic caused a severe staff shortage, limiting our ability to provide ongoing professional development through substitute release time in key strategies to address learning gaps in English Language Arts and Mathematics. After-school and weekend workshops were held with limited success due to low participation at these voluntary events.

In order to address the steps the deficiencies described above, we plan to take the following steps: 1) increase instructional assistant support and in-school targeted academic interventions to focus on language arts/reading comprehension strategies, 2) mathematics staff professional development plan through UCI and math leads across all school sites, 3) targeted Journalism interventions supports for English learner students, and 4) increase in programmatic support through the newly created positions of Community School Coordinators to align academic supports through extended learning opportunities and interventions.

## LCAP Highlights

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

The Mountain View School District Local Control Accountability Plan encompasses four overarching goals.

- 1) Academic Success for All Students
- 2) English Learner, Foster Youth, Special Education/English Learner Student Success
- 3) Supports for Learning
- 4) Family and Community Partnerships

In Goal 1, actions and services provide ongoing professional development and support to staff across the curriculum, districtwide programs to support a broad course of study, educational technology, extended learning opportunities, and programmatic implementation support.

In Goal 2, actions and services focus on providing ongoing professional development and support to staff serving the needs of our English Learners in general and special education, programs and supports for newcomer students, support for dual immersion and language enrichment programs, and programs to support our Foster Youth.

In Goal 3, actions and services address a wide variety of needs to support the development of the whole child including social-emotional support personnel and programs, health and wellness services, school safety and security, support for students experiencing homelessness, and districtwide learning events.

In Goal 4, actions and services seek to engage our parents and community as partners in the educational process by providing a Family Center for centralized community health and welfare services, family and parent workshops, support for school-based family engagement activities and events, effective home-school communication, and extended school library access.

# Comprehensive Support and Improvement

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

## ***Schools Identified***

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

Not applicable

## ***Support for Identified Schools***

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

Not applicable

## ***Monitoring and Evaluating Effectiveness***

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

Not applicable

# Engaging Educational Partners

A summary of the process used to engage educational partners and how this engagement was considered before finalizing the LCAP.

To ensure a unified, collaborative, and transparent approach to providing high-quality educational opportunities for all students and following the District's vision of holding its members accountable for each student to become a life-long learner, the Mountain View School District (MVSD) has involved all statutorily required educational partners in ongoing meaningful discussions towards the development of actions in the 2022-2023 Local Control Accountability (LCAP) plan. Educational partner input was collected through a variety of engagement strategies such as surveys, virtual and in-person formal consultations with advisory groups, and visual and oral presentations that followed discussions, revisions, and input delivery systems to ensure a reflective, data-driven process. The MVSD Data Team composed of representatives of both employee associations, school and district administration, and parent representatives from the District English Learner Advisory Committee (DELAC) and the Superintendent's Parent Advisory Committee (SPAC), formally met in two sessions to first provide input on the questions to be included in our annual LCAP Educational Partners surveys, and secondly, to review, analyze and provide feedback on key priorities for our 2022-2023 LCAP actions. The engagement process with the employee associations, MVTA and CSEA, took place through our Labor Management Initiative (LMI). The engagement process with parents and parent advisory groups such as DELAC and SPAC took place through interactive informational presentations in English, Spanish, Vietnamese and Chinese to ensure that parents and community members understood what our LCAP plan entails and how they could actively participate in its annual review process. The engagement process with our staff took place initially through site staff meetings to share important details on current LCAP actions and allow staff to share insights on observed progress. A similar process took place with school and district administrators through monthly meetings in which school site plan data could be shared and analyzed collaboratively to arrive at proposed actions to improve and increase services in the LCAP plan. Once the 2022-2023 draft was compiled, the general public was notified of the opportunity to submit written comments regarding the LCAP actions and expenditures, using a multi-access communication approach. Parents received a voice message along with an email. For the rest of the community partners, a posting on the MVSD

website explained the process of providing written comments. The Superintendent provided written responses to input provided by the required committees. Before the adoption of the 2022-2023 LCAP, the Board of Education held a public hearing to solicit comments and recommendations from the general public on the budgetary and programmatic implications of the LCAP plan.

Below is a detailed timeline of the main LCAP meetings and engagement strategies used to involve all educational partners in the process of providing meaningful input on what to continue in our plan and what to modify or change:

- January 20: Report to the Board of Education on LCAP Goals 3 and 4
- February 3: Report to the Board of Education on LCAP Goal 2 and the One-Time Supplement to the Annual Update for the 2021-22 Local Control Accountability Plan and Mid-Year Report
- February 22: LMI Team Consultation with Employee Associations
- February 24: MVSD Data Team Meeting to finalize input survey priorities
- March 8, 15: Principals and District Administrators Meeting to review the progress of school plans and alignment to the LCAP plan.
- March 3: LCAP Goal 1 Report to the Board of Education
- March 8 - March 17: LCAP School Site Presentations for classified and certificated staff
- March 8 - March 18: Student and Staff Input Surveys administered electronically
- March 18: Consolidated Parent Advisory Committee (CPAC) Meeting to present updated LCAP information, answer questions, and seek input from the general public
- March 18 - March 28: Parent and Community Input Survey administered electronically
- March 21: DELAC meeting to present LCAP and seek input from this parent advisory committee
- March 31: MVSD Data Team Meeting to analyze LCAP survey results and make recommendations on priorities and actions
- April 5: Principals/Deans and District Administrators Meeting to review Data Team analysis and provide input
- April 28 - May 24: UPK Steering Committee met to help incorporate UPK in our LCAP plan and provide recommendation
- May 16: DELAC Consultation on Draft Plan
- May 17: SELPA Consultation on Draft Plan
- May 18: SPAC Consultation on Draft Plan
- May 19 and May 26: CSEA Consultations on Draft Plan
- May 25: MVTA Consultation on Draft Plan
- June 8 - June 15: Posting of the LCAP Draft Plan on the MVSD website for public comments (via Qualtrics Survey)
- June 23: LCAP Governing Board Public Hearing (agenda posted at least 72 hours before the hearing and included the location where the LCAP was available for inspection)
- June 28: LCAP Plan and Budget Approval by the Board of Education

### A summary of the feedback provided by specific educational partners.

Educational partner engagement in the form of feedback, clarification questions, and recommendations from staff, parents, students, and the community informed the development of the 2022-2023 LCAP plan through key ideas and trends that emerged from this analysis. Three LCAP surveys aimed at three core educational partner groups collected responses from March 8-30, 2022. The number of surveys collected from our educational partners is as follows: Parent and Community - 433 surveys, Student (4th-8th grade) - 1,384, and Staff - 299.

Of the three surveyed groups, the parent and community survey results demonstrated the highest levels of positive feedback towards current LCAP actions and services. The areas of highest positive results (95% and above) were: availability of Transitional Kindergarten programs, quality reading/ELA instruction, homework as reinforcement of what is learned in class, benefits of Newcomer programs, desire to have students learn two or more languages, technology benefits for students, and teacher availability to communicate with parents. The highest-rated areas of need were additional supports for newcomers in grades Tk-3, and additional campus monitors/crossing guards as safety measures. When asked about additional academic support for their children, parents showed the highest interest in STEM (88%) and the lowest in Saturday Enrichment Academies (63%). When asked about family and community partnerships, parents positively rated community resources provided by the district (93%), help from community liaisons (88%), and access to child's grades/attendance (93%) and schoolwork via Schoology (85%). An area of further support, as also reflected in the Student survey, was access to online support programs at home with only 79% of parents having such access. On questions targeted to parents from our Tk-8 schools, the results reflected an overall highly positive belief on topics such as staff collaboration across Tk-8 grade levels fostering a community of caring (93%); AVID programs promoting a college-going culture (90%); and increased continuity in behavior expectations(86%).

The overall results of our student survey demonstrated continued positive attitudes, beliefs, and perceptions concerning the progress and effectiveness of the strategies and actions included in our LCAP Plan. The areas of highest positive results (90% and above) were: effort in their work can result in good grades, benefits of math class

instruction, wellness benefits of PE classes, and overall academic preparation for the next grade. On average 85% of the students strongly agreed/agreed that they were learning and becoming better students in all content areas, with the highest levels credited to reading (91%) and writing (88%). 87% of the students perceived receiving the highest educational benefits from S.T.E.A.M (science, technology, engineering, arts, and math) programs and when asked to select the preferred types of extended day and summer program opportunities, the highest-rated choice was also STEM (75%). When struggling academically, 83% of students responded that they were able to get the help needed, and 77% of them enjoyed learning about language arts through the arts. 92% of the students identified as English Learners believed they were improving their Language skills while 82% of them felt that they were prepared for the ELPAC state test. With regards to systems of support, students reported having a teacher/other adults at school that cares for them (80%) and believes in their future success (88%). Students believe they will do well in middle school and high school (88%), and that they can go to college (87%). Although 94% of the students reported that they knew the school rules and expectations, only 71% of them perceived them as fair. On average less than 50% of the students wished to participate in district-wide events, with Community Fair rated the highest (67%) and Speak Up rated the lowest (42%). 83% of the students felt safe at school and 81% felt safe walking to school. 65% of the students felt safe going to the restroom, with younger students feeling safer than older students. 89% of students attending Tk-8 schools believed that teachers and staff at their Tk-8 school work together to create a caring school culture, while 80% believed that their school offered greater access to middle school college-preparatory electives.

The LCAP Staff survey results, representing all schools and job classifications, indicated positive trends toward perception and beliefs about academics and supports for learning. On two separate survey questions, 98% of the staff strongly agreed/agreed with the following statements: the PE program has provided valuable time for teacher collaboration, and targeted academic interventions for middle school students are needed to support a successful transition to high school. Other areas highly valued by the staff were: visual and performing arts programs (97%); summer school programs (96%); study and transitional student trips (96%); LCAP teacher reimbursement funds (96%); and technology (Google) professional development (95%). The highest-rated need for human resource supports was as followed: crossing guards (99%), additional newcomer support for students in grades Tk-3 (98%), campus monitors (98%), Instructional Assistants for small-group instruction (95%), and counseling interns (88%). With regards to the effectiveness of educational support programs, the staff rated the highest Imagine Learning (90%), Mystery Science (88%), and Math/ELA EDGE (87%) while rating the lowest SORA (66%) and Mosa Mack (74%). The highest-rated intervention models were: In-School Interventions (92%), After School interventions (90%), and Homework Center (90%). Of staff working in schools where there is an AVID program, 92% of them believed AVID improves student outcomes. When asked all staff if they recommended that their school considers implementing AVID, 63% responded positively while 32% responded that they were undecided.

The DELAC Advisory Committee discussed the importance of continuing to focus on targeted instruction and academic supports in Mathematics, and additional academic supports for students with disabilities and newcomer students. They appreciated the fostering of a “high expectations” school culture and the incorporation of Teachers on Special Assignment (TOSAs) at all sites. The main recommendations for additions to our LCAP plan from this committee are: increased targeted 1:1 monitoring of English Learners, additional TOSA support, qualified staff to teach academic intervention programs, mentorship programs to help students create goals to be successful in school, increased sports as we had before the pandemic, use of tangible motivational tools for students, to include more funds for physical library books, and to allow students to check out more than 2 books at a time to encourage more reading.

The SPAC Advisory Committee members commented that considering all the pandemic challenges we have faced, the student academic results were impressive as they had expected lower results. They were very appreciative of the efforts of the staff to close the learning gaps from distance learning. They noted that Technology parent classes taught parents how to help their children with online work. Among the key recommendations are: increased performing arts such as choir, dance, and instrumental music, greater use of the Family Center once the soccer field is ready, the option of on-demand parent technology classes, PBIS incentives to encourage daily school attendance, social-emotional learning programs, more hands-on learning opportunities, and use of homework packets for students that must quarantine for COVID or other long-term illnesses.

Our teachers' association, MVTA, recommended expanding medical services to students at the Family Center, additional Tier 2 and Tier 3 PBIS strategies, increased campus security support for all sites and increased instructional assistant positions. Our employee's association, CSEA, recommended the expansion of instructional assistant positions and the inclusion of a Long-Term English Learner (LTEL) metric for monitoring progress in reducing the number of LTEL students from year to year. In order to align our LCAP plan with new sources of funding such as ELO-P and UPK, we created a Steering Committee composed of parents, teachers, classified staff, and site and district administrators. This committee engaged in collaborative partnership through a series of five meetings in May and June to analyze data, gather input and perspectives to inform the UPK plan. They appreciated the alignment of UPK with our current LCAP plan based on Goal 1, Action 1, and were happy to learn that our district's cutoff for TK enrollment already meets UPK requirements for the 22-23 school year. Among the key recommendations of this committee are: Increased instructional supports for Tk students during instructional times and extended learning opportunity times, incorporation of a play-based Tk curriculum, further research on the selection of Tk assessments that can better align to a Preschool-3rd grade initiative, appropriate staff training and coaching opportunities that support inclusion, and a clear parent communication strategy to inform parents of pre-Kinder students of the programs available to their young children.

Taken together, the feedback collected throughout the year directly informed both actions and expenditure prioritization in our 2022-2023 LCAP plan.

#### A description of the aspects of the LCAP that were influenced by specific input from educational partners.

The board of education and district administration embrace the LCAP educational partners engagement process to reflect the overarching educational needs of our

students and to provide insight into the specific areas in which we may need to identify strategies that can lead to improved or increased opportunities and outcomes for all students, principally directed at English learners, low-income, and foster youth students and families. Survey data along and recommendations were analyzed by the MVSD Data Team, taking into account the prioritization of requests by various educational partner groups. The MVSD Data Team identified key points and common themes that emerged. Our District's core value to support the whole child was evident in the support for LCAP actions and services across all three surveys. Here are the aspects that were influenced by our educational partners' input, as indicated by goal:

#### Goal 1: Academic Success for all Students

- Increase instructional supports in grades TK-2 through instructional assistants and increased hours of support (input from SPAC, parents, and staff)
- Increase support for mathematics instruction, professional development, and coordinated and monitored intervention supports for students (input provided by SPAC, staff, and parents)
- Increase programmatic supports in the form of Community School Coordinators to serve as administrative liaisons between the K-8 sites and their feeder elementary schools (input from SPAC)
- Increase access to STEM-based programs as part of extended learning opportunities (input from students, parents, and staff)
- Increase access to student technology and online support services at home (input from parents and students)
- Increase academic supports in the form of workshops for staff around the topics of Universal Design for Learning framework and trauma-informed practices (input from SELPA Director consultation)
- Continue Visual and Performing Arts instruction and experiences for all students (feedback from all educational partner groups)
- Continue Elementary Physical Education to support teacher planning and collaboration (input from our certificated staff)
- Continue to support virtual study trips, and as feasible, in-person study trips (input from all educational partners)

#### Goal 2: English Learner, Foster Youth, and Special Education

- Additional Newcomer support services for grades Tk-3 (feedback from DELAC and all other educational partners involved)
- Discussion on the status of our Long Term English Learners led to the inclusion of this additional metric in Goal 2 (input from CSEA)
- Continue the Dual Language Program option (staff and parent feedback with a desire to have students learn two or more languages)
- Increased language support services and curriculum materials for English Learners to help them meet reclassification criteria, with emphasis on the annual English Language Proficiency state test (ELPAC) preparation test (feedback from English Learner students and staff)
- Continue expanded Foster Youth services (based on district administrator feedback)

#### Goal 3: Supports for Learning

- Increase after-school sports and opportunities for intermural competition between school sites (feedback from SPAC and from all educational partner surveys)
- Improve the continuous development and alignment of Positive Behavior Interventions and Supports in schools through full inclusion of all educational partners (input from SPAC) and improved staff professional development (informed through the identified gap in perceptions between staff and parents/students about PBIS)
- Increase safe school environments through additional staffing of campus monitors and cross guards (input from all educational partners)
- Increase social emotions wellness supports through counseling and mentoring (feedback from staff, parents, and students)
- Continue to provide sufficient technology infrastructure and increased technology support (feedback from staff)
- Decrease funding for transportation services, but prioritize it for Foster Youth and Homeless students (input from parent surveys)

#### Goal 4: Family and Community Partnerships

- Return to in-person access to school libraries during extended hours (feedback from parents and students surveys)
- Increase access to library books resulted in the increase of funds in this area (input from DELAC)
- Continue Family Engagement Field trips (feedback from parents)
- Expansion of medical services provided at the Family Center and additional work on developing Tier 2 and Tier 3 PBIS strategies and increased campus security support for all sites were added to the responsibilities of the new Community Schools Coordinator position. (Feedback from MVTA)

Eliciting ongoing educational partner engagement and involvement in our LCAP plan has been an integral part of the MVSD core values and culture.



# Goals and Actions

## Goal

Goal #	Description
1	<p>Academic Success for All Students</p> <p>Each student will be provided high-quality learning and enriching, hands-on experiences through a broad course of study and full implementation of the California State Standards.</p>

An explanation of why the LEA has developed this goal.

Quantitative measures of identified need include our local interim assessments in language arts and math. During Data Reflection Meetings held by every grade level at every school, students' performance on District Common Assessments is analyzed to make instructional decisions based on Standards-Based units of instruction. The analysis and synthesis of student performance in comparison to standards in English language arts, mathematics, and language development show that students improved over time, but are still below expectation.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-2024
California Assessment of Student Performance and Progress (CAASPP) English Language Arts	2019 40.02% Met or Exceeded Standard for English Language Arts	2021 Assessment not administered  2022 Data not yet available			2023-2024 46% Met or Exceeded Standard
Local Measure of State Standards Implementation-Diagnostic Assessment of Online Reading (DORA) Mid-Year Performance Band	2020-2021 Comprehension 44% Proficient/Above	2021-2022 Beginning of the Year Comprehension 39% Proficient/Above Checkpoint 1 Comprehension 44% Proficient/Above Checkpoint 2 Comprehension 44% Proficient/Above			2024 Comprehension 50% Proficient/Above

California Assessment of Student Performance and Progress (CAASPP) Mathematics	2018-2019 28.38% Met or Exceeded Standard for Mathematics	2021 Assessment not administered  2022 Data not yet available			2024 34% Met or Exceeded Standard
Local Measure of State Standards Implementation- Adaptive Diagnostic Assessment of Mathematics (ADAM) Mid-Year Performance Band	2020-2021 Total 31.7% Proficient/Above	2021-2022 Beginning of the Year Math Overall Total 24% Proficient/Above Checkpoint 1 Math Overall Total 27% Proficient/Above Checkpoint 2 Math Overall Total 24% Proficient/Above			2024 Total 38 % Above/Proficient
100% Fully Credentialed and Appropriately Assigned Teachers	100% fully credentialed and appropriately assigned	2021- 2022 3 out of 339 (<1%) teachers are not fully credentialed and/or appropriately assigned.			100% fully credentialed and assigned
All students have access to standards-aligned instructional materials.	100% of students have access to standards-aligned instructional materials.	2021-2022 100% of students have access to standards-aligned instructional materials.			100% of students have access to standards-aligned instructional materials.
All school facilities are in "good repair" or better as measured by the Facilities Inspection Tool (FIT)	100% of school facilities are in "good repair" or better as measured by the Facilities Inspection Tool (FIT)	2021-2022 100 % of school facilities are in "good repair" or better as measured by the Facilities Inspection Tool (FIT)			100% of school facilities are in "good repair" or better as measured by the Facilities Inspection Tool (FIT)
Broad Course of Study: the extent to which students have access to, and are enrolled in, a broad course of study that	The master schedule of courses and instructional schedules are aligned to standards-based instructional blueprints, course descriptions, and	2021-2022 The master schedule of courses and instructional schedules are aligned to standards-based instructional blueprints,			Maintain master schedule of courses and instructional schedules are alignment to standards-based instructional blueprints, course descriptions, and pacing plans.

includes the adopted courses of study specified in the California Education Code for Grades 1–6 and Grades 7–8, including the programs and services developed and provided to unduplicated students and individuals with exceptional needs.	acing plans.	course descriptions, and pacing plans.			
Access to Devices at School and Home	100% of students will have access to devices at school and the ability to access them for home use.	2021-2022 100% of students have access to devices to use at school.			100% of students will have access to devices at school and the ability to access them for home use.
California Physical Fitness Report - Aerobic Capacity	69.8% of 7th-grade students in the Healthy Fitness Zone (HFV), 2018-19 CA Physical Fitness Report Overall Summary of Results	2021-2022 The collection of height and weight was suspended for the 21-22 school year. Therefore, Healthy Fitness Zone (HFV) for Aerobic Capacity could not be determined. 53% of 7th-grade students completed the minimum number of Pacer Laps based on the test's norms for their age and gender.			80% of 7th-grade students in the Healthy Fitness Zone (HFV), 2018-19 CA Physical Fitness Report Overall Summary of Results

## Actions

Action #	Title	Description	Total Funds	Contributing
1	Transitional Kindergarten Early Enrollment	Provide separate full-day transitional kindergarten program for students who reach five years of age by March 2; eliminating Transitional and Kindergarten combination classes allowing a focus on age-appropriate developmental skills. This action and related services	\$1,300,589.00	Yes

		<p>increase access to the transitional kindergarten program by expanding the age-based enrollment to include students turning five years of age between December 2 and March 2 and provides the program at all school sites with sufficient enrollment.</p> <ul style="list-style-type: none"> <li>- TK teachers at all sites with sufficient enrollment</li> <li>- Instructional Assistants</li> <li>- Parent engagement activities</li> </ul>		
2	English Language Arts, Literacy, and English/Academic Language Development	<p>Support academic achievement in English Language Arts, content-based literacy, and English/Academic Language Development. This action and related services increase and improve instruction for all students by providing:</p> <ul style="list-style-type: none"> <li>- certificated, professional coaching support</li> <li>- on-going professional development to support literacy and writing</li> <li>- diagnostic and formative assessment and interventions to identify learning gaps to design interventions</li> <li>- supplemental instructional materials to enhance and support core instruction</li> </ul>	\$3,955,095.00	Yes
3	Services to Support Mathematics Instruction	<p>Support academic achievement in Mathematics. This action and related services increase and improve instruction for all students by providing:</p> <ul style="list-style-type: none"> <li>- certificated, professional coaching support</li> <li>- on-going professional development to support mastery of concepts and standards through supplemental programs and strategies</li> <li>- diagnostic and formative assessment and interventions to identify learning gaps to design interventions</li> <li>- supplemental instructional materials to enhance and support core instruction</li> </ul>	\$3,480,006.00	Yes
4	Services to Support Science and Engineering Programs	<p>Support academic achievement in Science. This action and related services increase and improve instruction for all students by providing:</p> <ul style="list-style-type: none"> <li>- certificated, professional coaching support to support the implementation of NGSS standards</li> <li>- on-going professional development to support content-area literacy, language learners, and struggling students</li> <li>- STEM-based programs</li> <li>- supplemental instructional materials</li> </ul>	\$440,994.00	Yes
5	School-wide Advancement Via Individual Determination (A.V.I.D.) Programs	<p>Promote a college-going culture throughout the District. This action promotes increased student academic achievement and engagement through:</p> <ul style="list-style-type: none"> <li>- implementation of AVID strategies</li> <li>- on-going professional development</li> </ul>	\$558,184.00	Yes
6	Visual and Performing Arts	<p>Provide visual and performing arts instruction and experiences for all students. This actions and related services increase and improve access to a broad course of study for all students by providing:</p> <ul style="list-style-type: none"> <li>- TK-6 Grade Artist Residencies</li> <li>- on-going professional development in arts-integration strategies</li> <li>- specialized supplies and materials</li> </ul>	\$781,747.00	Yes

7	Increased and Improved Educational Technology Programs and Devices	Promote technology-integrated teaching and learning. This action and related services increase and improve the quality of teaching and learning by providing: <ul style="list-style-type: none"> <li>- certificated, professional coaching support to support technology-based supplemental programs and strategies with Technology Teacher on Special Assignment</li> <li>- on-going professional development to support technology-based supplemental programs and strategies</li> <li>- supplemental instructional materials and resources</li> <li>- updated devices for teaching and learning</li> </ul>	\$918,157.00	Yes
8	Elementary Physical Education Programs and Elementary Teacher Collaboration	Provide release time for a common, collaborative planning time for elementary teachers at each site and increase the quality of the elementary physical education program. This action and related services increase and improve opportunities for elementary physical education instruction by providing the following: <ul style="list-style-type: none"> <li>- certificated physical education teachers for the elementary schools to provide expanded and enriched physical education increasing the amount of time students spend getting moderate- or vigorous-intensity physical activity above the regular required weekly time</li> <li>- physical education supplies and materials</li> <li>- classified personnel to support safe program implementation</li> <li>- collaborative release time for teaching staff to plan and update instructional units and standards-aligned to SEAL, AVID, the MVSD Instructional Framework, and tiered systems of support</li> </ul>	\$2,167,666.00	Yes
9	Extended Day and Summer Library Services	Provide access to libraries and access to literature, computers, family and student lessons, and read-alouds. This action and related services increase and improve opportunities for students and families to access library resources and services during school hours, after school, and during the summer. <ul style="list-style-type: none"> <li>- Classroom library books</li> <li>- Library books and digital collections</li> <li>- Library media software</li> </ul>	\$113,000.00	Yes
10	Intervention and Enrichment	Provides for extra-curricular enrichment and resources to accelerate and expand learning. This improves services by providing complementary resources and programs for students to make continuous academic progress through: <ul style="list-style-type: none"> <li>- after school programs</li> <li>- extended day/year enrichment</li> <li>- Homework and Academic Support Centers</li> <li>- Intervention monitoring</li> </ul>	\$2,214,105.00	Yes
11	Summer and Extended Learning	Provides for intervention and acceleration resources to support students in need of academic assistance. This improves services by providing targeted intervention services and materials for students who have limited access due to limited financial resources or language differences to resources to make continuous academic progress and mitigate learning loss through: <ul style="list-style-type: none"> <li>- in-school intervention services to support identified struggling learners</li> </ul>	\$1,786,044.00	Yes

		<ul style="list-style-type: none"> <li>- after/before school intervention services to support identified struggling learners</li> <li>- summer programs to support identified struggling learners and provide enrichment activities</li> </ul>		
12	Student Study Trips	<p>Provide opportunities for students to expand their learning outside of the classroom as a way to build background and anchor learning in the real world. This action and related services improve opportunities for students to master unit outcomes and grade-level standards by providing the following:</p> <ul style="list-style-type: none"> <li>- content-aligned study trips</li> </ul>	\$231,000.00	Yes
13	Certificated Reimbursement for Supplemental Instructional Materials	<p>Provide release funds for certificated instructional and support staff to purchase standards-based instructional supplies to improve learning experiences for students. This action and related services increase the quantity of instructional materials available for instruction by providing the following:</p> <ul style="list-style-type: none"> <li>- Supplemental materials to support the implementation of supplemental strategies and lessons to support content masters and mastery of State standards in core content areas and social-emotional learning</li> </ul>	\$50,000.00	Yes
14	Programmatic Support for Instruction and Services	<p>Provide additional instructional and implementation staff support to increase and improve principally directed services for unduplicated students. This action and related services increase and improve opportunities for unduplicated students by providing the following:</p> <ul style="list-style-type: none"> <li>- Instructional Assistants to provide small-group instruction and focuses review lessons in the primary grades</li> <li>- Deans of Instruction to provide supplemental professional development, engage families, and facilitate reached collaborative unit development and planning</li> <li>- District-level support for teaching and learning, English learners, media resources, and assessment staff to conduct supplemental diagnostic assessments, language development small group instructional supports, and cull supplemental materials to support program implementation</li> <li>- Community Schools Coordinators to support K-8 schools and their feeder school cluster in providing coordinated services to support the diverse academic, behavioral, and emotional needs within the school day and through extended learning opportunity program</li> <li>- Translation services to engage and support families who may not fall in the required languages for translation</li> </ul>	\$5,566,665.00	Yes
15	Expanded Services to Preschool Age Children	<p>Provide additional learning opportunities for preschool-age children by providing increased learning opportunities for children and their families who may not qualify for Head Start or State Preschool programs or who are on a waiting list to attend. This action and related services increase opportunities for preschool-age children and their families by providing the following:</p> <ul style="list-style-type: none"> <li>- family workshops to support the social-emotional and school readiness</li> <li>- classroom-based learning experiences for preschool-age children through socialization</li> </ul>	\$11,000.00	Yes

		and implementation of CSEFEL (social-emotional) strategies to support age-appropriate development		
16	Maintaining Fully Credentialed and Appropriately Assigned Teachers and Staff	Base Level of Staffing: - 32-1 staffing ratio, grades 4-8. - LCFF GSA requirements, grades TK-3, making progress towards 24-1. - Base certificated support staff includes nurses, administrators, and psychologists. - Base classified support staff includes custodians, school secretaries, and clerks. - Base preschool school programs	\$34,549,981.00	No
17	Maintaining Safe and Functional Facilities for All Students	Base level facilities for the safe operation of schools and improvement of school learning environments. - maintenance and custodial staff - facility repair	\$6,481,620.00	No
18	Provides Standards Aligned Instructional Materials for All Students	Base level instructional materials - Core materials - Supplemental support for base core programs	\$5,126,971.00	No

## Goal Analysis for 2021-2022

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 COVID-19 pandemic and return to in-person instruction this school year have hampered our ability to implement planned actions and services this school year. A severe shortage of qualified staff, left many positions vacant this school year. Additionally, the shortage of substitute teachers coupled with multiple waves of COVID-19 infections did not allow us to have in-person, professional development as planned. In some cases, we were able to shift professional development to Saturdays, but attendance at these workshops was voluntary and thus did not serve the numbers of teachers we had planned to reach. Despite those challenges, we were able to successfully implement Transitional Kindergarten programs at five out of eight schools (Action 1), online support programs for reading, math, and science (Actions 2-4), AVID elective courses at all K-8 schools (Action 5), in-person visual and performance residencies at all schools (Action 6), 1:1 student updated devices for school use (Action 7), Physical education teachers at all sites (Action 8), upgraded library site collections (Action 9), a robust GATE Saturday program (actions 10-11), and virtual and in-person student study and transition trips (Action 12). The key successes we experienced this year were related to the ability to return to in-person art residencies for all students and a robust, extended Saturday GATE program.

### 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.

LCAP Goal 1, Action 1- Transitional Kindergarten Early Enrollment. Budget included TK classrooms at all 8 sites. Only 5 sites had sufficient enrollment.

LCAP Goal 1, Action 2- Substitute shortages prevented planned, release-time professional development from occurring and attendance at professional conferences.

LCAP Goal 1, Action 3- Substitute shortages prevented planned, release-time professional development from occurring and attendance at professional conferences.

LCAP Goal 1, Action 5- Additional sections of AVID Elective provided for newly formed K-8 schools.

LCAP Goal 1, Action 8- Additional physical education positions to support newly formed K-8 sites.

LCAP Goal 1, Action 14- Salary and benefits increases affected services provided under this action by positions such as instructional assistants, deans of instruction, media clerks, and assessment assistants.

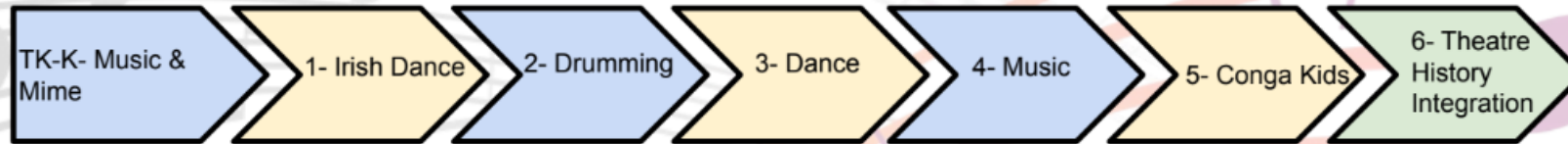
**An explanation of how effective the specific actions were in making progress toward the goal.**

Making up learning loss due to COVID-19 school closures and over a year of distance learning proved to be very challenging, especially with increased staff and student absences during the successive waves of the COVID-19 pandemic. Overall, the academic achievement of our students in English Language Arts is rebounding quicker than in mathematics. In terms of providing students a broad and enriching course of study we were more successful. We reestablished in-person Artist Residencies in all K-6 grade classrooms, a secondary media arts program was established, and a robust Saturday GATE program was provided throughout the year. Finally, an expanded, in-person summer school program will specifically target learning loss in ELA and Math, and provide enrichment in grades K-8. Our new summer school model is a learning lab for teachers to learn new strategies and immediately apply them in their summer school classrooms along with in-class coaching support. Summer school teachers will attend afternoon professional development in one of three areas: Write From the Beginning, UCI Math Project, or Ozobots Coding/Robotics. They will then implement strategies as they are learning them in their summer school classrooms. This new model puts professional development immediately into practice and we expect the experience will be as valuable for the students as it is for our teachers.



# MVSD Artist-in-Residence Programs

## K-6 Elementary



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.

An adjustment was made to one of the metrics for this goal. The % of 7th-grade students achieving the healthy fitness zone on the aerobic capacity subtest of the Physical Fitness Test is no longer able to be computed due to the state's suspension on collecting the heights and weights of students. The metric was adjusted to indicate the percentage of students in 7th grade meeting the minimum number of Pacer Laps based on the test's norms for their age and gender. This metric may need to be further refined as new guidelines for physical fitness testing are revised by the CDE.

**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.**

# Goal

Goal #	Description
2	English Learner, Foster Youth, and Special Education/English Learner Student Success  Each specially identified learner will become English proficient and academically successful.

An explanation of why the LEA has developed this goal.

Results from the 2019-2020 Initial English Language Proficiency Assessment (ELPAC) resulted in 65% of students scoring at the Novice English Learner level of the 489 English Learners. Further, on the 2018-2019 Summative ELPAC of the 3,350 English Learner students, 40% scored at levels 1 and 2; demonstrating a need to continue efforts to reduce the number of students scoring level 1 and 2 as students enter the upper grades.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-2024
English Learner Reclassification Rate	Student Redesignated to Fluent English Proficient (FEP) 2019-2020 8.5% Redesignated	Student Redesignated to Fluent English Proficient (FEP) 2020-2021 1.3 % Redesignated 2021-22 5.3% Redesignated			2024 11.7% Redesignated
California Assessment of Student Performance and Progress (CAASPP) English Language Arts - English Learners	2018-2019 16.43% Met or Exceeded Standard for English Language Arts	2020- 2021 Assessment not administered  2021-2022 Data not yet available			2024 22% Met or Exceeded Standard for English Language Arts
Local Measure of State Standards Implementation- Diagnostic Assessment of Online Reading (DORA)	2020-2021 Comprehension 34% Proficient/Above English Learners	2021-2022 English Learner Achievement Beginning of the Year Comprehension 23% Proficient/Above Checkpoint 1			2024 Comprehension 40% Proficient/Above English Learners

Mid-Year Performance Band - English Learners		Comprehension 28% Checkpoint 2 Comprehension 28%			
California Assessment of Student Performance and Progress (CAASPP) Mathematics - English Learners	2018-2019 11.28% Met or Exceeded Standard for Mathematics	2020- 2021 Assessment not administered  2021-2022 Data not yet available			2024 17% Met or Exceeded Standard
Local Measure of State Standards Implementation- Adaptive Diagnostic Assessment of Mathematics (ADAM) Mid-Year Performance Band - English Learners	2020-2021 Total 26.6% Proficient/Above	2021-2022 English Learner Achievement Beginning of the Year Overall Math Total 20% Proficient/Above Checkpoint 1 Overall Math Total 22% Proficient/Above Checkpoint 2 Overall Math Total 18% Proficient Above			32 % Above/Proficient
English Language Proficiency Assessment for California (ELPAC)	English Language Proficiency for Summative ELPAC 2018-2019 16.40% Well Developed, Level 4 Overall	English Language Proficiency for Summative ELPAC 2020-2021 11.98 % Well Developed, Level 4 Overall 2021-2022 Data is not yet available			2024 22% Well Developed, Level 4 Overall
Percent of English Learners classified as Long-term English Learners (LTELs)	This is a new metric beginning 2022-2023. The baseline is indicated in Year 1	2021-2022 14.6% of English Learners classified as Long-term English Learners (LTELs)  This is a new metric based on educational partner feedback			2024 No more than 8.00% of our English Learners classified as Long-term English Language Learners

# Actions

Action #	Title	Description	Total Funds	Contributing
1	Language Support Services for English Learners	Provide language and services support for students who are English learners to work on meeting reclassification standards. These actions and services support improved: <ul style="list-style-type: none"> <li>- professional development</li> <li>- student monitoring of progress</li> <li>- parent training and resources</li> <li>- specialized curriculum</li> </ul>	\$213,170.00	Yes
2	Services to Improve English Learner Literacy	Provide ongoing training to support English learner language development, reclassification, and academic achievement. This action and related services support English learners throughout the district by: <ul style="list-style-type: none"> <li>- providing ongoing training of certificated site EL Liaisons</li> </ul>	\$217,143.00	Yes
3	Extended Support Programs for English Learners	Provide extended support of English learner language development, reclassification, and academic achievement. This action and related services support English learners throughout the district by: <ul style="list-style-type: none"> <li>- providing focused intervention in writing and oral proficiency in English through after-school intervention classes</li> </ul>	\$82,072.00	Yes
4	Expanded Services for Newcomer Students	Provide ongoing services to Newcomer students by providing extended time to provide Intensive English Language Development, building awareness of US School systems and supports, and providing intervention for students with interrupted schooling. This action and related services support Newcomer English learners throughout the district by: <ul style="list-style-type: none"> <li>-providing a Newcomer Middle School Teacher</li> <li>-providing classified support personnel</li> <li>- providing ongoing training of certificated Newcomer teachers</li> <li>-providing ongoing training of classified Newcomer support personnel</li> <li>-providing a Newcomer Saturday Academy</li> <li>-providing a Newcomer Summer Program</li> </ul>	\$310,130.00	Yes
5	Improving Dual Language Programs and Enrichment Services	Provide ongoing support to the development of Multilingual students and English Learners' academic achievement. This action and related services support Low income learners throughout the district by: <ul style="list-style-type: none"> <li>-providing access to Digital platforms for intervention support</li> <li>-providing credentialed Dual Language teachers above and beyond Structured English Immersion program</li> <li>- providing ongoing professional development of credentialed Dual Language teachers</li> <li>-providing current materials to support the development of the program in both Spanish and Mandarin</li> </ul>	\$772,862.00	Yes

		-providing ongoing support and development of dual languages to low-income learners -increasing language prestige of the minority language cultivating asset-oriented thinking in low-income students		
6	Expanded Foster Youth Services	Supporting Foster Youth Students. These actions include - Providing transportation to Foster Youth student to continue in their school of origin - Providing transportation to Foster Youth students to attend schools in the district - Providing focused support to Foster Youth students that include enrichment opportunities during extended day programs with district staff and contract services - Providing counseling services for Foster Youth students through school counselors and outside counseling services as needed	\$63,419.00	Yes

## Goal Analysis for 2021-2022

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.

Despite all the challenges brought by the COVID-19 pandemic, there was one substantive difference between the planned actions and actual implementation under Goal 2. Under Action 3, we were not able to recruit staff to conduct our after-school Journalism program, which focuses on writing strategies for our English learner students. We were able to successfully implement targeted and individualized monitoring of reclassification progress of English learner students (Action 1 and 2) as well as to provide intensive supports for Newcomer students at the middle school level. The key success for Goal 2 is related to the work provided by our EL TOSA and English Learner liaisons through individualized goal setting and monitoring sessions with all English learners in grades 3-8 throughout the year. As planned, transportation services were provided to our Foster Youth students throughout the year.

### 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.

LCAP Goal 2, Action 3- Personnel shortages for our Journalism after-school interventions focused on writing and oral proficiency

LCAP Goal 2, Action 4- Personnel shortages for our Newcomer Saturday Academy

LCAP Goal 2, Action 5- Increased personnel for dual immersion (DI) programs above general teacher staffing to avoid SEI and DI combination classes

LCAP Goal 2, Action 6- Personnel shortages for supports associated with counseling interns

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

Our English Learner reclassification rates made a great rebound from the pandemic low of 1.3% to 5.3%. This increase was due in part to careful monitoring of the academic and English language proficiency progress of our English Learners. Our EL TOSA and English Learner liaisons facilitated individual goal setting and monitoring sessions with our English learners in grades 3-8 throughout the year (see image below). The incorporation of a specialized curriculum that offered differential teaching options addressing English learners and students with disabilities also positively affected the increase in reclassification rates.

Name: \_\_\_\_\_

The date I will achieve my goal: \_\_\_\_\_

My goal is: \_\_\_\_\_

I want to achieve this goal because \_\_\_\_\_

Actions I will take to achieve my goal...

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

Some things that may stop me are...

1. \_\_\_\_\_
2. \_\_\_\_\_

My plan to get around that... \_\_\_\_\_

When I reach my goal, I will have learned... \_\_\_\_\_

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.

Based on educational partner feedback, we are adding a new metric to monitor our progress in reducing the percentages of Long-Term English Learners (LTEL) on an annual basis. In the 2019-20 school year, our LTEL population was 7.6% of our English Learners. This percentage matched the LA County average of 7.6% and was better than the statewide average of 8.9%. For the 2020-21 school year, during Distance Learning, reclassification rates plummeted and therefore our LTEL percentages increased to 18.8%, exceeding the county average of 14.10% and the statewide average of 17.10%. Currently, our projected LTEL percentage stands at 14.6%, a marked improvement, but not reaching our Pre-COVID level. For 2024-25, we are establishing the desired outcome to reduce our percentage of LTELs to the Pre-COVID level of 7.6%.

**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.**



# Goal

Goal #	Description
3	Supports for Learning Each student will be provided a safe, well-maintained, and socially-emotionally supportive learning environment through a multitiered system of supports.

## An explanation of why the LEA has developed this goal.

Through the qualitative measures of the LCAP parent and student surveys; parent input meetings and staff input meetings; as well as the quantitative measures suspension and expulsion data and an identified 65 Foster Children, we identified a need for additional guidance counselors and positive behavior intervention training and multitiered supports at all levels.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-2024
Attendance Rate (CALPADS)	2020-2021 96.2% (May 2020)	2021-2022 96.06 % (2020-2021 Data - CALPADS)			2024 Student attendance meets or exceeds 97.5%.
Suspension Rate (CALPADS)	2019-2020 0.9% Suspension Rate	2021-2022 0.0 % Suspension Rate (2020-2021 data - CALPADS)			0.6% Suspension Rate
Expulsion Rate (CALPADS)	2019-2020 0.0% Expulsion Rate	2021-2022 0.0 % Expulsion Rate (2020-2021 data- CALPADS)			The desired outcome is to maintain the expulsion rate at 0.0% on a yearly basis.
Chronic Absenteeism Rate	2019-2020 7.4% Chronic Absenteeism Rate (2018-2019 data)	2021-2022 11.4 % Chronic Absenteeism Rate (2020-2021 data)			3.2% Chronically Absent
Middle School Dropout Rate (CDE)	2019-2020 The dropout rate was zero	2021-2022 The dropout rate was 0.0% (2020-2021 data - CALPADS)			The desired outcome is to maintain a zero Middle School Dropout Rate.
Student Surveys	2020-2021 67% Strongly	2021-2022 83% Strongly			80% Strongly Agree/Agree - Students feels safe on campus

	Agree/Agree - Students feel safe on campus	Agree/Agree - Students feel safe on campus			
Student Surveys	Students feel connected to their school, indicating they are proud to be part of their school community. 2020-2021 95.5% agreed.	2021-2022 Students feel connected to their school, indicating they are proud to be part of their school community. 2021-2022 81% agreed.			100 % agree they are proud to be part of their school community.
Staff Safety on Campus	100% of schools complete and implement Site Safety Plans, including surveys of staff's sense of safety on campus.	2021-2022 100% of schools complete and implement Site Safety Plans, including surveys of staff's sense of safety on campus.			100% of schools will annually complete their site Safety Plan by March, including survey responses indicating staff's sense of safety on campus.
Staff Connectedness Survey: Teacher and staff collaboration across grade levels fosters a community of caring on my campus.		Baseline 2021-22 78% of staff agree/strongly agree			90% of staff agree/strongly agree

## Actions

Action #	Title	Description	Total Funds	Contributing
1	Support Services for Students and Families	Develop a multi-tiered system of support to address the academic, behavioral, social-emotional, and specialized needs of students and families. These actions and services increase and improve targeted responses to address individual and specific student and group needs. <ul style="list-style-type: none"> <li>- District and school-wide professional development on how to meet the social-emotional needs of underserved communities which includes</li> <li>- Coaching support for staff</li> <li>- Targeted training on SEL and behavior to address the needs of underserved populations</li> <li>- Social-emotional curriculum and resources</li> </ul>	\$66,126.00	Yes
2	Social Emotional Wellness Services and Support	Develops a counseling support system to address the socio-emotional wellbeing, behavior, and academic needs of students and parents. These actions allow for an increase in understanding student overall emotional health and wellbeing. These include: <ul style="list-style-type: none"> <li>- Providing counselors to provide social-emotional services that students who may not have access to due to financial constraints</li> </ul>	\$1,401,772.00	Yes

		- Providing an outside support system for all students and parents who may not have access to due to financial constraints		
3	Positive Behavior Support and Intervention	Support the continuous development of Positive Behavior Interventions and Supports in Schools. These actions increase the implementation of PBIS strategies in schools that impact students. These actions include <ul style="list-style-type: none"> <li>- professional development opportunities on strategies for students with specialized needs (i.e., foster-youth, low-income students)</li> <li>- Professional collaboration time for staff to plan supplemental support and strategies for specialized populations</li> </ul>	\$395,758.00	Yes
4	Expanded Health and Wellness Services	Provide for the physical and social-emotional health of students through direct service, assessment, and intervention. This increases academic achievement of students by addressing their overall physical, mental, and social-emotional well-being. This is done through: <ul style="list-style-type: none"> <li>- health education and support</li> <li>- assessments and care</li> <li>- workshops and professional development</li> <li>- consultation with medical professionals</li> </ul>	\$1,240,110.00	Yes
5	Community and School Safety Programs and Services	Create the development of a safe school environment for students, parents, and staff by utilizing open space for recreation and play. These actions services allow for: <ul style="list-style-type: none"> <li>- Professional development on safety practices</li> <li>- Campus monitors at sites</li> <li>- Support a culture of positive behavior through activities that foster caring interactions</li> <li>- Peaceful playgrounds</li> <li>- Additional daily campus cleaning</li> <li>- Services to support additional on-campus and off-campus security</li> </ul>	\$2,227,757.00	Yes
6	Social Emotional Learning Arts Integration Programs	Build capacity of certificated counselors and teachers to integrate arts-based strategies with social-emotional learning as a Tier 1 support to all students. This action and related services increase opportunities for students to develop social-emotional competencies by: <ul style="list-style-type: none"> <li>- building capacity of counselors to support site-based, art-integrated SEL strategies</li> <li>- providing professional development to certificated teachers in arts-integrated SEL strategies</li> <li>- providing supplies and materials to implement arts-integrated SEL strategies</li> </ul>	\$32,200.00	Yes
7	Enhanced Technology Infrastructure	Provides sufficient infrastructure to support the programs and services offered to unduplicated students. These actions improve the implementation of PBIS strategies in schools that impact students. These actions include <ul style="list-style-type: none"> <li>- WiFi school and afterschool access</li> <li>- Cloud-based services and safety solutions</li> <li>- Technology support</li> </ul>	\$1,301,723.00	Yes
8	After-School Sports and	Provide an after-school sports and recreation program at each school site for grades 4-8.	\$100,809.00	Yes

	Recreation Programs	This action and related services increase opportunities for low-income students to participate in organized sports and recreation programs by: <ul style="list-style-type: none"> <li>- hiring certificated physical education teachers</li> <li>- contracting with community-based programs for sports and recreational programs</li> <li>- providing transportation for sports and recreation-related activities</li> <li>- providing specialized materials and supplies</li> </ul>		
9	Increased Student Transportation Services	Increase student access to school sites. These actions and services allow the facilitation to schools by students who lack alternative means to get to the school site. <ul style="list-style-type: none"> <li>- computer-generated stop and pick up routes</li> <li>- accountability of students when transporting</li> <li>- efficient use of time to reduce student waiting and on-bus time</li> </ul>	\$152,522.00	Yes
10	Increased Services and Support for Students Experiencing Homelessness and Inadequate Housing	Provide immediate resources and assistance to students in need of school supplies and academic enrichment opportunities. These services and materials allow for students to access the necessary academic supply and learning opportunity <ul style="list-style-type: none"> <li>- Provide school uniform and supplies</li> <li>- Access to enrichment programs</li> </ul>	\$26,800.00	Yes
11	Expanded Student Learning Events	Providing opportunities to students where they can showcase a talent or a skill. These actions and services <ul style="list-style-type: none"> <li>- Speak up contest</li> <li>- Arts and writing exhibits</li> </ul>	\$38,351.00	Yes

## Goal Analysis for 2021-2022

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 COVID-19 pandemic and return to in-person instruction this school year have hampered our ability to implement planned actions and services this school year. A severe shortage of qualified staff, left many positions vacant this school year. Additionally, the shortage of substitute teachers coupled with multiple waves of COVID-19 infections did not allow us to have in-person, professional development as planned. In some cases, we were able to shift professional development to Saturdays, but attendance at these workshops was voluntary and thus did not serve the numbers of teachers we had planned to reach.

In addition, a misalignment of planned actions and the adopted budget occurred in the process of developing the actions and services under this goal in the eLCAP system last June. Action 5 dropped to Action 11 (last in the list), Action 11 ascended to the Action 5 position, and each of the following Actions (6-10) were one position off adjusted downward. In this current iteration of the LCAP, the Actions were realigned to their original, planned position and the adopted budget.

Despite those challenges, we were able to successfully implement targeted staff training on SEL (Action 1), full counseling supports at all sites (Action 2), Positive Behavior Interventions and Supports Tier 1 at all schools through SEL Arts-integration programs (Actions 3 and 6), direct health services for students via school nurses and health clerks at all sites (Action 4), campus monitors at all sites (Action 5), technology infrastructure enhancements at all sites (Action 7), after school programs such as SRLA and El Monte Swims (Action 8), increased student transportation services through an additional bus route (Action 9), emergency supplies to Foster Youth students (Action 10), and expanded student learning events such as the in-person districtwide Speak Up Content (Action 11).

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.

A misalignment of planned actions and the adopted budget occurred in the process of developing the actions and services under this goal in the eLCAP system last June. Action 5 dropped to Action 11 (last in the list), Action 11 ascended to the Action 5 position, and each of the following Actions (6-10) were one position off adjusted downward. In this current iteration of the LCAP, the Actions were realigned to their original, planned position and the adopted budget.

LCAP Goal 3, Action 2- There was an over-projection of costs associated with salaries and benefits needed for school counselors. All schools had the planned number of school counselor supports.

LCAP Goal 3, Action 3- There was a typographical error in the budgeted expenditure for this action related to Positive Behavior Interventions and Supports. All intended activities under this action were executed.

LCAP Goal 3, Action 9- Another one-time funding source was used to cover increased transportation services for students

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

Focused, ongoing district-wide staff development on social-emotional learning throughout the school year helped staff and students make a successful transition back to in-person learning. A particular highlight was in the area of arts-embedded strategies to promote social-emotional awareness and self-management (photo included). These arts-based strategies were infused throughout the district facilitated by the work of our school counselors, certificated lead teachers, and community liaisons. This was also reflected in our annual student surveys in which 83% of students reported feeling safe at school, an increase of 16 percentage points from the previous year. In addition, we were able to maintain the student attendance rate at 96% and we believe this was in part to our outreach efforts with Foster Youth students and the increase in transportation services through a new route.



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.

Action 5 was updated to reflect the misalignment between the adopted budget and the 2021-22 LCAP. The update includes additional daily campus cleaning and services and contracts to support additional on-campus and off-campus safety and security.

The Mountain View School District completed a reconfiguration, downsizing from 12 school sites to 8 in the 2021-22 school year. This required the movement of staff and students. We included a metric on staff connectedness in this goal using information gathered in our staff surveys.

**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.**

# Goal

Goal #	Description
4	Family and Community Partnerships All families feel welcome at their students' schools, and engaged in their student's achievement, building family capacity to support and advocate for their children.

## An explanation of why the LEA has developed this goal.

Through the qualitative measures of LCAP parent surveys, parent meetings, DELAC feedback, and Superintendent's Council feedback, parents identified the following needs:

- Specialized family support for family engagement
- The building of family knowledge and capacity to support and advocate for their children
- Increased home and school communication in multiple languages
- Increased access to school resources, such as the library and computer labs
- Integrated family, health, and community resources and access that focus on the whole school, whole community, and the whole child
- Development of parent capacities to deliver workshops to the community

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-2024
Family and Community Survey Data (Parent Connectedness) School staff are friendly, helpful, and welcoming.	2020-2021 92% Strongly/Somewhat Agree that the School staff are friendly, helpful, and welcoming.	2021-2022 90% Strongly/Somewhat Agree that the School staff are friendly, helpful, and welcoming.			95% Strongly/Somewhat Agree that the School staff are friendly, helpful, and welcoming.
Family and Community Survey (Parent Participation) Our family has used the school library before or after-school hours.	2020-2021 47.70% - Yes, our family has used the school library before or after-school hours.	2021-2022 56% - Yes, our family has used the school library before or after-school hours.			50% - Yes, our family has used the school library before or after-school hours.
Family and Community Survey	2020-2021 92% Strongly/Somewhat	2021-2022 93% Strongly/Somewhat			95% Strongly/Somewhat Agree that the district helps to provide community resources.



The district helps to provide community resources.	Agree that the district helps to provide community resources.	Agree that the district helps to provide community resources.			
Parent and Family Decision Making: Partnership Action Team Plan Completion	All 8 Schools and Preschool Programs completed a Partnership Action Team Plan	2021-2022 All 8 Schools and Preschool Programs completed a Partnership Action Team Plan			All 8 schools and Preschool Programs complete a Partnership Action Team Plan.
Parent Sense of Safety on Campus	100% of schools complete and implement Site Safety Plans, including surveys of parent perceptions on the sense of safety on campus.	2021-22 100% of schools complete and implement Site Safety Plans, including surveys of parent perceptions on the sense of safety on campus.			100% of schools complete and implement Site Safety Plans, including surveys of parent perceptions on the sense of safety on campus.

## Actions

Action #	Title	Description	Total Funds	Contributing
1	Mountain View Family Center	The Mountain View Family Center is a hub of centralized district and community services and resources to support the physical and emotional needs of our district's families and students. These actions and services increase and improve our families' access to: <ul style="list-style-type: none"> <li>-health and wellness services</li> <li>-language services</li> <li>-family engagement</li> </ul>	\$507,243.00	Yes
2	Family Engagement Programs	Provide Family Engagement Programs and interventions that engage families in supporting their students' learning at home and are linked to high standards for student achievement. <ul style="list-style-type: none"> <li>- Provide ongoing training for teachers, administrators, with the assistance of parents/caregivers, in how to reach out to and work with parents as equal partners in their children's education.</li> <li>- Provide training to families to successfully engage in their children's schooling.</li> <li>- Provide training to build Leadership capacity and advocacy for their children.</li> <li>- Provide a TOSA who will assist School and District programs in providing workshops and training on Linked to Learning opportunities.</li> </ul>	\$397,152.00	Yes
3	Family Engagement Workshops	Provide sustained and on-going training in key high-leverage areas that build families' capacity to promote ongoing learning and leadership skills. These actions and services increase student and family access to literacy and other content	\$213,447.00	Yes

		<p>areas, technology, mental health, and parenting skills through</p> <ul style="list-style-type: none"> <li>- Parent Technology Workshops</li> <li>- Parenting Classes</li> <li>-Family Biliteracy Workshops</li> <li>-Raising a Reader Workshops</li> <li>-Other Content Area Workshops</li> </ul>		
4	Family and Community Outreach	<p>Family and Community Outreach programs and events connect families and community members to community resources. These programs and services increase student achievement by :</p> <ul style="list-style-type: none"> <li>-providing basic needs for student and families in the areas of healthcare,</li> <li>-building parent skills in technology and providing access to technology</li> <li>-providing Informational services to topics of community interest</li> <li>-ensure staff and family access to training in effective school, family, and community partnerships.</li> </ul>	\$79,317.00	Yes
5	District and Site Partnership Action Team Plans	<p>Provide the structure that facilitates the participation of family and community members in meaningful decision-making around site family engagement goals and their alignment with district goals. These programs and services increase student achievement by</p> <ul style="list-style-type: none"> <li>-establishing a relationship of trust between schools and families</li> <li>-seeking input for better decision making</li> <li>-training and supporting teams families and professionals to guide decision-making at all levels.</li> <li>-ensure staff and family access to training in effective school, family, and community partnerships.</li> </ul>	\$95,520.00	Yes
6	Family and Community Experiential Trips	<p>Provide an opportunity to help parents access resources and services from the community to strengthen school and district programs, family, practices, and student learning development.</p> <p>This action and related services support English learners, Foster Youth, and Low-income student groups throughout the district by:</p> <ul style="list-style-type: none"> <li>- providing transportation to a community resources and/or event</li> <li>- provide admission to a community resources and/or event</li> <li>-promoting collaborative relationships between families and community resource staff</li> </ul>	\$15,000.00	Yes
7	Enhanced Family and Community Communication and Access	<p>Provides an avenue to build and enhance two-way communication channels between families, community, District, and schools. These programs and services increase student achievement by providing families with access to :</p> <ul style="list-style-type: none"> <li>-student information systems to update student information and access the most up-to-</li> </ul>	\$1,188,292.00	Yes

		<p>date information regarding student achievement at both the State Level and classroom level.</p> <ul style="list-style-type: none"> <li>-digital platforms that allow families and community members to provide ongoing input with regards to needs, and site and district programs and services.</li> <li>-digital signage to promote communication of school and district events and activities</li> </ul>		
8	Extended Service and Support to Families	<p>Provides support to families and communities by providing a site community liaison to build relationships and assist families in accessing District and site resources. This action and related services support English learners throughout the district by:</p> <ul style="list-style-type: none"> <li>- providing ongoing support of a site Community Liaison</li> </ul>	\$56,528.00	Yes
9	Extended Library Service	<p>This action and related services support English learners, Low income and Foster youth throughout the district by:</p> <ul style="list-style-type: none"> <li>- providing ongoing literacy events for families and community members that link to learning and support building literacy in the home</li> <li>- provide training of site library technicians on materials and strategies to help build literacy practices in the home</li> </ul>	\$375,507.00	Yes

## Goal Analysis for 2021-2022

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.

Due to COVID-19 restrictions and vaccination mandates, workshops and training under this goal were conducted online only. Despite those challenges, we were able to successfully utilize the Mountain View Family Center as a centralized hub for health, wellness and language services for our families and the community at large (Action 2). We were able to transfer most of the planned family engagement programs and workshops to a virtual format (Actions 2, 3, and 5). In lieu of Family Community experiential trips, we were able to utilize the MVSD Family Center as a field trip location towards the end of the school year, as COVID restrictions permitted it. The key success we experienced this year under this goal was the return to an in-person annual Community Fair at the Family Center, which provided hands-on activities and informational services on topics of community interests such as health, nutrition, and college-savings programs.

### 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.

Goal 4, Action 2- COVID-19 restrictions and vaccination mandates limited the ability to provide all of the families engagement programs planned under this action that required in-person attendance.

Goal 4, Action 3- COVID-19 restrictions and vaccination mandates limited the ability to provide all of the families engagement workshops planned under this action that required in-person attendance.

Goal 4, Action 4- COVID-19 restrictions and vaccination mandates limited the ability to provide family and community outreach events that required in person attendance

Goal 4, Action 5- COVID-19 restrictions and vaccination mandates limited the ability to utilize the funds allotted for these services because most parent engagement activities included in the schools' Partnership Action Team (PAT) plans required in-person activities.

Goal 4, Action 6- COVID-19 restrictions and vaccination mandates limited the ability to provide these services.

Goal 4, Action 9- COVID-19 restrictions and vaccination mandates limited the ability to utilize the funds allocated for this action as school libraries were not open for in-person family and community services.

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

When possible, the workshops and parent training activities for this goal were provided in a virtual setting. The Family Center provided the following series of workshops for parent leads from each school site:

- 1) Parent Leadership- "How to Provide Online Training"- 6 weekly sessions
- 2) Master Level Parent Leadership- 12 weekly sessions
- 3) Expert Level Parent Leadership- 12 weekly sessions

Our parent leaders provided the following workshop to parents:

- 1) Parent Leader Awareness- 12 weekly sessions
- 2) SEL and Art- 2-hour session

The Mountain View Family Center became a community hub of health access with vaccinations clinics in July 2021, March 2022, and April 2022 held in the evenings. In addition, the Family Center coordinated evening vaccination clinics at each of our 8 school sites.

With the easing of COVID-19 restrictions, we were able to hold our first-ever, in-person Community Fair at the Family Center. Approximately 300 families were in attendance at the outdoor event that featured nutrition information, medical services, dental services, early childhood education registration, college-savings program, migrant education, summer learning programs, entertainment, and outdoor physical activity for the attendees. 96% of the participant surveys indicated they received useful information and resources, especially the nutrition information shared at the fair. Overall, 90% of the participants gave the Community Fair a four-star review.

**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.**

None

**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.**

# Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students for 2022-2023

Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)
\$22,821,214.00	\$3,054,769.00

## Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
45.55%	4.80%	\$2,400,282.05	50.35%

The Budgeted Expenditures for Actions identified as Contributing may be found in the Contributing Actions Table.

## Required Descriptions

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

MVSD determined that the following actions and services would be provided on a district-wide basis, but principally directed towards English learners, foster youth, and low-income students based on both qualitative and quantitative data.

### Goal 1/Action 1: Transitional Kindergarten and Early Enrollment

Preschool programs do not have the enrollment space available to serve all low-income and English learner students within the District's boundaries. Additionally, many are just out of reach to participate in Head Start and State Preschool programs based on income guidelines. However, socioeconomic status affects various mental and physical health outcomes, such as language development with decreases in vocabulary, phonological awareness, and syntax at many different developmental stages. Further English language learners need early opportunities to develop a second language to access grade-level standards expectations. Moreover, low-income and English Learner students frequently come to school with language and experiential abilities lower than their peers in higher-income communities. Programs have been designed to provide early start services to students ages 0-4, promoting school readiness by enhancing children's cognitive, social, and emotional development. Enrollment of students exceeding the standard enrollment age for Transitional Kindergarten (TK) will provide children with learning opportunities to address these identified areas of need. Diagnostic assessments in literacy and foundational math skills through the Diagnostic Online Reading Assessment (DORA) and the Adaptive Diagnostic Assessment of Mathematics (ADAM) will be administered to Kindergarten students three times per year and used to determine program effectiveness as we compare previous year's results from students enrolled in TK versus those who did not attend TK. Prior to COVID-19 pandemic, five years of longitudinal data on CAASPP, ADAM, and DORA showed that our English Learners and low-income students benefited from this continued action with slow but steady growth. Now that learning is back in-person, the 2021-22 results will serve as a new baseline from which to measure growth.

### Goal 1/ Action 2: English Language Arts, Literacy, and English/Academic Language Development

While 40.02% of all students met or exceeded standards on the CAASPP ELA in 2019, only 16.43% of English Learners and 39% of low-income students achieved these levels. 2021 DORA data showed that 44% of all students scored proficient/above in reading comprehension, while only 34% of English Learners and 41.2% of

low-income students reached these levels on this assessment. Since our return to in-person instruction this school year, the learning gaps exacerbated by the COVID-19 pandemic have been very evident. Current results from the 2022 DORA serve as a new baseline and show that 41% of all students scored proficient/above in reading comprehension. Additionally, 26% of English Learners and 42% of low-income students reached these levels. Coaching and high-quality professional development to support and improve instruction in the areas of English Language Arts, Literacy, and English/Academic Language Development through research-based strategies is necessary to meet the goals of the English Language Arts/English Language Development Framework that are critical to ensure students, especially our English learner and low-income groups, have the strategies, skills, and resources to meet grade-level standards. We expect our English Learners and low-income students to continue to post year over year growth in their achievement levels on these measures on their CAASPP ELA and DORA literacy assessments. Prior to the COVID-19 pandemic, five years of longitudinal data on CAASPP and DORA showed that our English Learners and low-income students benefited from this continued action with slow but steady growth. Now that learning is back in-person, the 2021-22 results will serve as a new baseline from which to measure growth.

#### Goal 1/ Action 3: Services to Support Mathematics

While 28.38% of all students met or exceeded standards on the CAASPP Mathematics in 2019, only 11.28% of English Learners and 28.78% of low-income students achieved these levels. 2021 ADAM data showed that 31.7% of all students scored proficient/above in mathematics, while only 26.6% of our English Learners and 13.3% of low-income students achieved these levels on this assessment. Since our return to in-person instruction this school year, the learning gaps exacerbated by the COVID-19 pandemic have been very evident. Current results from the 2022 ADAM serve as a new baseline and show that 27% of all students scored proficient/above in mathematics. Additionally, 21% of English Learners and 25% of low-income students reached these levels. Specifically, educational partner engagement feedback from the District English Learner Advisory Communities (DELAC) indicates families of English learners want increased access to targeted math programs for their students and all English learners. Providing high-quality professional development to meet the goals of the Mathematics Framework and Standards for Mathematical Practice for students is critical to ensure our English learner and low-income student groups have the strategies, skills, and resources to meet or exceed grade-level standards. We expect our English Learners and low-income students to continue to post year over year growth in their achievement levels on these measures on their CAASPP Math and ADAM diagnostic assessments. Prior to the COVID-19 pandemic, five years of longitudinal data on CAASPP and ADAM showed that our English Learners and low-income students benefited from this continued action with slow but steady growth. Now that learning is back in-person, the 2021-22 results will serve as a new baseline from which to measure growth.

#### Goal 1/ Action 4: Services to Support Science and Engineering

Annual educational partner input indicates that our low-income, foster youth, and English learner students have limited access to opportunities to explore science and engineering despite viewing these experiences as highly beneficial. Specifically, the district LCAP student and family surveys indicate that 75% of student respondents and 88% of parent respondents were "interested" or "very interested" in these programs. Moreover, 87% of student respondents and 84% of parent respondents indicated that STEM programs have enhanced benefits for students. Careers in science and engineering are both in great demand; however, students from low-income communities, foster homes, and second language learners frequently miss out on opportunities for exploration in these career areas because frequently these types of programs are offered privately at a cost. When provided with greater access to well-planned units of instruction that consider students' diverse backgrounds, promote student inquiry, and opportunities for students to engage in hands-on experimentation, English learners, low-income and foster youth students will have a more equitable opportunity to master grade-level standards. Programs like SEA-Perch and Project Lead the Way in the middle grades and STEM activities in lower grades help to provide high levels of skill development and exposure to career options to build upon and explore in high school. Additionally, special after-school and Saturday programs in these areas will be principally directed to our low-income, foster youth, and English learner students providing them with meaningful experiences to help them feel connected to their new school setting. Surveys will continue to measure student interest and engagement for these actions and services for low-income, foster youth, and English learner students, and instructional schedules and blueprints will continue to ensure access to a broad course of study.

#### Goal 1/ Action 5: School-wide Advancement Via Individual Determination (AVID) Programs

Before implementing AVID, data and anecdotal reports from the El Monte High School District indicated that our students often needed remediation courses before accessing the A-G learning program. After implementing AVID, follow-up data from the El Monte High School District indicates that our AVID students as a cohort achieve higher levels (C or above in ELA, Math, Science, and History) than non-AVID students and are enrolled at higher levels in advanced coursework than non-AVID students. We expect this trend to continue as our AVID program expands throughout the District. AVID is particularly important for our low-income students to help bridge the educational opportunity gap with high-leverage strategies to teach writing, inquiry, collaboration, organization, and critical reading skills so critical to K-12 success and beyond to college and career. Moreover, Annual educational partner input indicates that 90% of parent respondents believed that AVID programs promote a college-going culture. Being college and career ready in an elementary district means that students have the knowledge and skills necessary to enter high school on an A-G learning program without the need for remediation. Students from low-income communities frequently are the first to attend college and require additional supports in this area. The AVID Coaching and Certification Instrument will be used to measure this continued program's effectiveness and level of implementation, along with data and anecdotal reports from the El Monte High School District indicating our students accessing the A-G learning program without the need for remediation as measured by course access and student academic performance on District DORA and ADAM diagnostic assessments.

#### Goal 1/ Action 6: Visual and Performing Arts

Annual educational partner input consistently indicates the need to provide opportunities for our students to experience the Arts. The 2022 District LCAP surveys indicate that 76% of students agree/strongly agree that they enjoy participating in the Arts, 86% of parents agree/strongly agree their children benefit from Arts programs provided by the district, and 97% of our staff agree/strongly agree our Arts programs have provided our students valuable, quality-filled experiences and opportunities. Providing opportunities in the Visual and Performing arts for our low-income students not only broadens their educational experiences but also provides them an opportunity to creatively express themselves and supports their social-emotional development. Additionally, our English learner students are provided with increased opportunities to practice and apply their developing second language skills in engaging and creative ways. With this continued action, we have been able to provide Artist Residencies in grades TK-6 and professional development in arts-integrated teaching and learning. Further continuation of these enhanced services will ensure that we are able to continue support in this area which is particularly important and often missed for our low-income and English learner students. Annual LCAP surveys will be administered to measure access to our low-income and English learner students, the effectiveness of these programs along with an analysis of instructional schedules, and blueprints to ensure our students have access to a broad course of study.

#### Goal 1/ Action 7: Increased and Improved Educational Technology Programs and Devices

Before achieving our district's 1:1 device initiative, student and parent surveys had identified student access to technology both at home and during the school day as barriers to learning 21st Century Skills for low-income students and families. COVID-19 brought into clear focus the great digital divide in our country and through this ongoing LCAP action, our low-income students were and continue to be supported with updated technology and broadband connectivity to which they otherwise would not have access. Now that we have achieved 1:1 student devices throughout the school day, the 2022 LCAP survey data results show that 78% of students report being able to access online support programs at home to help them practice what they learn at school. 2021 DORA data showed that 44% of all students scored proficient/above in reading comprehension, while only 41.2% of low-income students reached these levels on this assessment. This continued action will ensure that we are continuing to provide this technology accessible to our students from low-income backgrounds and to help bridge the gap between students in other communities to access supplemental learning resources to support literacy, language development, and developing 21st Century Skills. With increased access to educational technology, low income students will be able to increase their academic proficiency in reading comprehension in DORA. In addition, our certificated and classified staff will continue to be provided with ongoing professional development in how to best leverage these technological tools to best meet the needs of our low-income students. Annual technology inventories will demonstrate that low-income students are assigned devices for use at school and at home.

#### Goal 1/ Action 8: Elementary Physical Education Programs and Elementary Teacher Collaboration

Annual educational partner input continues to consistently indicate the need for enhanced high-quality, elementary physical education. This is consistent with data from the 2-18 LA County City and Community Health Profiles that indicate residents in El Monte have higher than expected obesity rates and one of the lowest rates of access to recreation space in the County. Our school sites may provide the only green space for physical activity to which our low-income students have access in the community. Outside of school, opportunities to build healthy habits in daily physical activity are greatly limited for our low-income students. This action provides all of our students with single-subject certificated experts in the field of physical education and ensures our students have the opportunity to meet and exceed the minimum required minutes of physical activity each week. In addition, while students are engaged in physical activity, their classroom teachers meet in PLCs to analyze data, refine their teaching practices and collaboratively plan lessons to principally address the needs of their low-income and English-learner students who need to reclassify. Prior to the COVID-19 pandemic, cohort data comparison of our students' 5th and 7th-grade Physical Fitness Tests demonstrated growth in passing rates for all fitness tasks for our low-income students. In 2022, 53% of 7th-grade students completed the minimum number of Pacer laps based on the test's norms for their age and gender. Additionally, reclassification rates rebounded from their pandemic low of 1.3% for the 2020-21 school year to 5.3% by March of 2022. This continued action will ensure that we can continue this upward trend in improving the physical fitness of our 7th grade low-income and English-learner students as measured by the California Physical Fitness Test in the area of aerobic capacity for 7th-graders, and teacher collaboration will be evaluated through reclassification rates and DORA data from English-learner students to determine continued need.

#### Goal 1/Action 9: Extended Day and Summer Library Services

Annual educational partner input consistently indicates the need to continue providing these expanded services for our low-income students since there are no public libraries within the District's boundaries or reasonably near to where most families live. In fact, 84% of parent respondents of the 2022 Parent LCAP survey indicated they will access the Library after school with their children when health guidelines allow. Ongoing upgrades to the library collections at our school sites are especially important for our school community considering that there are no County Public Libraries within the boundaries of our school district.

Providing increased access to current, and engaging fiction and non-fiction literature combined with a positive environment encourages children to spend significant amounts of time with books, a first step toward reading achievement. This continued action will ensure access for low-income students to enhanced learning environments that provide access to technology, online resources, and high-quality literature during the day and before/after school, and during vacation breaks allow for access low-income students may not have at home or in the community. Student and family surveys, usage of the library programs, and DORA diagnostic year

over year increases for our low-income student groups will be used to measure effectiveness.

#### Goal 1/Action 10: Intervention and Enrichment

Annual educational partner input consistently indicates the need for academic intervention and enrichment supports. While 40.02% of all students met or exceeded standards on the CAASPP ELA in 2019, only 39% of low-income students achieved these levels. 2021 DORA data showed that 44% of all students scored proficient/above in reading comprehension, while only 41.2% of low-income students reached these levels on this assessment. Furthermore, 28.38% of all students met or exceeded standards on the CAASPP Mathematics in 2019, and only 28.78% of low-income students achieved these levels. 2021 ADAM data showed that 31.7% of all students scored proficient/above in mathematics, while only 13.3% of low-income students achieved these levels on this assessment. In order to accelerate and expand learning for our low income students, we plan to provide targeted staff training on inclusive practices and universal design as well as opportunities for student access to our Saturday GATE Programs and GATE testing. The effectiveness of the increase access to extended day/year enrichment opportunities will be measured and evaluated by the progress our low-income students make in English language arts and mathematics on the California Assessment of Student Performance and Progress (CAASPP) and Pre/Post diagnostic assessments using DORA and ADAM.

#### Goal 1/Action 11: Summer and Extended Learning Programs

Annual educational partner input consistently indicates the need to continue to provide these expanded services for our low-income, English learner, and Foster Youth students. While 40.02% of all students met or exceeded standards on the CAASPP ELA in 2019, only 16.43% of English Learners and 39% of low-income students achieved these levels. 2021 DORA data showed that 44% of all students scored proficient/above in reading comprehension, while only 34% of English Learners and 41.2% of low-income students reached these levels on this assessment. Furthermore, 28.38% of all students met or exceeded standards on the CAASPP Mathematics in 2019, and only 11.28% of English Learners and 28.78% of low-income students achieved these levels. 2021 ADAM data showed that 31.7% of all students scored proficient/above in mathematics, while only 26.6% of our English Learners and 13.3% of low-income students achieved these levels on this assessment. Since our return to in-person instruction this school year, the learning gaps exacerbated by the COVID-19 pandemic have been very evident. Current results from the 2022 DORA and ADAM serve as a new baseline from which to measure progress. On DORA 41% of all students, 26% of English learners, and 42% of low-income students scored proficient/above in reading comprehension. On ADAM 27% of all students, 21% of English learners, and 25% of low-income students scored proficient/above in mathematics. Past CA Dashboard performance levels of foster youth indicate similar performance in English language arts and mathematics. Research shows that students with high attendance in quality summer and extended learning programs gain an advantage in math and reading. English learners and low-income students especially need these additional learning opportunities to build schema and background knowledge to connect learning. Foster youth are provided opportunities to continue their learning interrupted by their life experiences, in a safe, nurturing environment. These learning opportunities also prevent "summer slide," ensuring students do not start the next school year less proficient than when school ended for summer break. Pre/Post diagnostic DORA and ADAM assessment results from our English learner, foster youth, and low-income students will measure the effectiveness of our 2022 in-person summer and extended learning programs.

#### Goal 1/Action 12: Student Study Trips

Annual surveys indicate the need to continue to provide standards-aligned study trips for low-income students. Annual educational partner input consistently indicates the need to continue to provide these expanded services for our low-income students (2022- Parent Survey, 77% agree/strongly agree). Study trips offer students, and in particular, low-income students, a significant opportunity to add measurable depth to their education with meaningful experiences outside of the classroom to help make connections with their learning to which they would not otherwise have access. Students in all grade levels are provided a minimum of two trips tied to grade-appropriate developmental milestones and content. Due to continued health measures during the COVID-19 pandemic, this action was not able to be achieved. We anticipate student study trips will resume in the 2022-23 school year. Attendance and surveys will be used to measure the effectiveness of this continued action, along with Pre/Post diagnostic assessment results from low-income students, using DORA and ADAM.

#### Goal 1/Action 13: Certificated Reimbursement for Supplemental Instructional Materials

Annual educational partner input consistently supports the use of supplemental materials and resources to enhance learning for our low-income and English learner students. The 2022 LCAP Staff Survey demonstrated that 98% of staff respondents believed these funds helped support instruction for English Learners, foster youth, and low-income students in their classroom). While 40.02% of all students met or exceeded standards on the CAASPP ELA in 2019, only 16.43% of English Learners and 39% of low-income students achieved these levels. 2021 DORA data showed that 44% of all students scored proficient/above in reading comprehension, while only 34% of English Learners and 41.2% of low-income students reached these levels on this assessment. Furthermore, 28.38% of all students met or exceeded standards on the CAASPP Mathematics in 2019, and only 11.28% of English Learners and 28.78% of low-income students achieved these levels. 2021 ADAM data showed that 31.7% of all students scored proficient/above in mathematics, while only 26.6% of our English Learners and 13.3% of low-income students achieved these levels on this assessment. Since our return to in-person instruction this school year, the learning gaps exacerbated by the COVID-19 pandemic have been very evident. Current results from the 2022 DORA and ADAM serve as a new baseline from which to measure progress. On DORA 41% of all students, 26% of English



learners, and 42% of low-income students scored proficient/above in reading comprehension. On ADAM 27% of all students, 21% of English learners, and 25% of low-income students scored proficient/above in mathematics. Teachers' use of supplemental materials and resources for English learners and low-income students allows them to make learning more meaningful for their students by introducing content and instructional strategies to enrich the curriculum, enhancing learning, helping students make critical judgments, and stimulating their intellectual growth. The effectiveness of this continued action will be measured and evaluated by the progress made by our English learner and low-income students in English language arts and mathematics on the California Assessment of Student Performance and Progress (CAASPP) and Pre/Post diagnostic assessments using DORA and ADAM.

#### Goal 1/Action 14: Programmatic Support for Instructional Services

The annual educational partner input and State assessments continue to indicate the need for increased and improved programs and services to support our low-income, English learner, and Foster Youth students. While 40.02% of all students met or exceeded standards on the CAASPP ELA in 2019, only 16.43% of English Learners and 39% of low-income students achieved these levels. 2021 DORA data showed that 44% of all students scored proficient/above in reading comprehension, while only 34% of English Learners and 41.2% of low-income students reached these levels on this assessment. Furthermore, 28.38% of all students met or exceeded standards on the CAASPP Mathematics in 2019, and only 11.28% of English Learners and 28.78% of low-income students achieved these levels. 2021 ADAM data showed that 31.7% of all students scored proficient/above in mathematics, while only 26.6% of our English Learners and 13.3% of low-income students achieved these levels on this assessment. Since our return to in-person instruction this school year, the learning gaps exacerbated by the COVID-19 pandemic have been very evident. Current results from the 2022 DORA and ADAM serve as a new baseline from which to measure progress. On DORA 41% of all students, 26% of English learners, and 42% of low-income students scored proficient/above in reading comprehension. On ADAM 27% of all students, 21% of English learners, and 25% of low-income students scored proficient/above in mathematics. CA Dashboard performance levels of foster youth indicate similar performance in English language arts and mathematics. Programmatic support to ensure the level of instruction necessary for unduplicated student groups to meet grade-level standards successfully is essential in all grade levels. This action and related services increase and improve opportunities for unduplicated students by providing (1) Instructional Assistants to provide small-group instruction and focuses review lessons for English learners and low-income students; (2) Deans of Instruction to provide additional professional development, engage families, and facilitate reached collaborative unit development and planning to improve programs for English learners, foster, and low-income students; (3) district-level coordinators to support training, implementation and monitoring of school-based interventions and expanded learning opportunities after school and during school breaks for low-income, English learners and foster youth (4) district-level support for teaching and learning, media resources, and assessment staff to conduct supplemental diagnostic assessments, provide language development small group instructional supports, and cull supplemental materials to support program implementation for English learners, foster and low-income students; (5) increased translation services to engage and support families who may not fall in the required languages for translation for English learners. These continued actions and services are evaluated by the progress made in English language arts and mathematics on the California Assessment of Student Performance and Progress (CAASPP) and DORA and ADAM diagnostic assessments for English learners, foster, and low-income students.

#### Goal 2/Action 1: Specialized Language Support Services for English Learners

2021 DORA data showed that 44% of all students scored proficient/above in reading comprehension, and only 32.96% of English Learners were proficient/above. 2021 ADAM data showed that 31.7% of all students scored proficient/above in mathematics, and 21.83% of our English Learners achieved these levels on this assessment. Since our return to in-person instruction this school year, the learning gaps exacerbated by the COVID-19 pandemic have been very evident. Current results from the 2022 DORA and ADAM assessments demonstrate that our English learners scored 26% proficient/above in reading comprehension and 26.6% scored proficient/advanced in mathematics. These results will serve as a new baseline in addition to analyzing CAASPP scores in ELA and Math when they are available in 2022-23. Additional support for English learners and low-income students identified with high levels of learning needs as identified through the Student Study Team (SST) process is required to ensure their academic success. There is an additional need for support for instruction, ELD, and intervention for English learner students who have a dual identification of English learner/low-income who have high levels of language needs. With improved support services such as specialized curriculum and targeted student monitoring of progress, low-income English learner students will be able to meet reclassification standards. These continued actions will be measured by the levels of progress in DORA and ADAM assessments for English learner and low-income students. .

#### Goal 2/Action 2: Services to Support English Learner Literacy

2021 DORA data showed that 44% of all students scored proficient/above in reading comprehension, while only 34% of English Learners reached these levels on this assessment. Since our return to in-person instruction this school year, the learning gaps exacerbated by the COVID-19 pandemic have been very evident. Services provide training in strategies and resources to expand access to content and language development for English learners. These supports, including a Newcomer Class in the middle grades and intervention programs, are designed to accelerate student learning of English and prevent students from becoming Long Term English Learners. Also, professional development and the implementation of SEAL strategies in both English and bilingual programs provide students with a research-based, culturally rich, and engaging learning environment. The effectiveness of the increase in services to support English learner proficiency will be measured and evaluated by the progress our English learner students make in English language arts and mathematics on the California Assessment of Student Performance and Progress

(CAASPP) and Pre/Post diagnostic assessments using DORA and ADAM.

#### Goal 2/Action 5: Improved Dual Language Programs and Enrichment Services

The annual educational partner input and State assessments continue to indicate the need for increased and improved programs and services to support our low-income learners. While 40.02% of all students met or exceeded standards on the CAASPP ELA in 2019, 39% of low-income students achieved these levels. 2021 DORA data showed that only 41.2% of all low-income students scored proficient/above in reading comprehension. Since our return to in-person instruction this school year, the learning gaps exacerbated by the COVID-19 pandemic have been very evident. Current results from the 2022 DORA serve as a new baseline from which to measure progress. On DORA 42% of low-income students scored proficient/above in reading comprehension. Being bilingual can make one more employable and can lead to a higher salary; however, students from low-income communities frequently miss out on opportunities for becoming bilingual because frequently these types of programs are offered privately at a cost. An increase in services for Dual Language Programs through credential Dual Language Teachers and access to lower class size instruction will increase the academic proficiency of our low-income students enrolled in the Dual Language Program. The effectiveness of the increase in services to support Dual Language learners will be measured and evaluated by the progress our low-income students make in English language arts on the California Assessment of Student Performance and Progress (CAASPP) and Pre/Post diagnostic assessments using DORA.

#### Goal 3/Action 1: Support Services for Students and Families

2019 California Dashboard Indicators indicate that low-income and foster youth students are suspended at higher rates and experience more chronic absenteeism than other student groups. Research suggests the reasons for chronic absenteeism are as varied as the challenges our students and families face—including poor health, limited transportation, and a lack of safety — which can be particularly acute in disadvantaged communities and areas of poverty. In the 2022 Student LCAP survey, 81% of respondents reported they felt proud to be part of their school. Additionally, 87% of parent respondents indicated that their children feel comfortable asking the teacher or other adult on campus for help. The 2020-21 CA Dashboard results for these indicators were impacted by the COVID-19 pandemic. The suspension rate was reported as 0% and chronic absenteeism reporting was suspended. Further, research has shown that feeling "connected" at school relates to a positive school climate. Researchers also found that connectedness varied by income and challenges students face in their community, including barriers faced by foster youth students. Research shows that successfully implementing these supports reduces student incidents that lead to suspension and overall behavioral problems that result in student referrals to the principal's office, disproportionately affecting low-income students. We will continue to develop and improve the implementation of a comprehensive counseling and behavioral support program and extended day programs to help create positive school climates and implement strategies to successfully engage students in their learning and in their school community. Multi-Tiered System of Supports (MTSS) is a framework that helps educators provide academic and behavioral strategies for students with various needs. MTSS grew out of integrating two other intervention-based frameworks: Response to Intervention (RtI) and PBIS. Annual progress will be measured on the California Dashboard suspension and chronic absenteeism indicators with an expected decrease in suspension rate and chronic absenteeism for our low-income and foster youth students.

#### Goal 3/Action 2: Social Emotional Wellness Services and Support

The 2022 LCAP survey results indicated that 89% of staff respondents agree/strongly agree that counseling support services have improved outcomes for students on their campus, and 81% of the student respondents stated that if they need to speak to someone, the school counselor is available. The 2019 California Dashboard Indicators indicate that low-income and foster students are suspended at higher rates and experience more chronic absenteeism than other student groups. The 2020-21 CA Dashboard results for these indicators were impacted by the COVID-19 pandemic. The suspension was reported as 0% and chronic absenteeism reporting was suspended. Research suggests the reasons for chronic absenteeism are as varied as the challenges our students and families face—including poor health, limited transportation, and a lack of safety — which can be particularly acute in disadvantaged communities and areas of poverty. Further, research has shown that feeling "connected" at school relates to a positive school climate. Researchers also found that connectedness varied by income and challenges students face in their community, including barriers faced by foster youth students. Children from low-income families often start school already behind their peers who come from more affluent families, as shown in measures of school readiness. The incidence, depth, duration, and timing of poverty all influence a child's educational attainment, along with community characteristics and social networks. School counselors promote equitable treatment of all students by using data to identify gaps in achievement, opportunity, and attainment. Advocating for a rigorous course and higher education for underrepresented groups, including foster youth. Developing and implementing a comprehensive counseling and behavioral support program that includes school-wide PBIS, extended day programs, and Multi-tiered Systems of Support. An increase in counseling services through counseling intern support and mental health curriculum implementation will help reduce student incidents that lead to suspension and overall behavioral problems that result in student referrals to the principal's office, disproportionately affecting low-income students. Annual progress will be measured on the California Dashboard suspension and chronic absenteeism indicators with an expected decrease in suspension rate and chronic absenteeism for our low-income and foster youth students.

#### Goal 3/Action 3: Positive Behavior Support and Intervention

2019 California Dashboard Indicators indicate that low-income and foster students are suspended at higher rates and experience more chronic absenteeism than other student groups. The 2020-21 CA Dashboard results for these indicators were impacted by the COVID-19 pandemic. The suspension rate was reported as 0% and chronic absenteeism reporting was suspended. On the 2022 LCAP survey results, 90% of parent respondents agreed/strongly agreed with the statement that school rules and expectations are clear and fair. 94% of the student respondents stated that they knew their school's rules and expectations. The goal of PBIS is to create a positive school climate in which students learn and grow. However, school climate can vary widely from school to school. Several factors affect school climate, including school location, neighborhood culture, instructional methods, student diversity, and school administration. Changing the school climate may seem like a daunting task. Employing the PBIS framework can make the task more manageable. The key to an effective PBIS implementation is an "all-in" mentality among teachers and administrators in a school. For PBIS to produce positive change in a school's climate, it needs to be employed school-wide and consistently. School climate has a bearing on attendance rates, academic achievement, and graduation rates, especially for low-income and foster youth students. Students in a positive school climate are more likely to have higher test scores and greater academic success. In addition, a positive school climate helps students develop the social and emotional skills they will need to become productive members of society. We will continue to provide staff development and supports to help schools enhance their Tier 1 and Tier 2 systems of support. Student and staff surveys will be used to determine needs and program implementation, along with annual progress measured on the California Dashboard suspension and chronic absenteeism indicators with an expected decrease in suspension rate and chronic absenteeism for our low-income and foster youth students.

#### Goal 3/Action 4: Expanded Health and Wellness Services

2019 California Dashboard Indicators indicate that low-income and foster students are suspended at higher rates and experience more chronic absenteeism than other student groups. The 2020-21 CA Dashboard results for these indicators were impacted by the COVID-19 pandemic. The suspension rate was reported as 0% and chronic absenteeism reporting was suspended. We will improve services that provide a network of support to staff members, students, and families, facilitating instruction and enabling students to succeed as individuals within the learning environment through district nurse leads and by having increased hours of health support at every school through health clerks. Services include mental health resources, bullying prevention, access to health services, and food and nutrition services. Annual evaluation of Individual Support Plans for each foster student will be used to measure program effectiveness, along with annual progress measured on the California Dashboard suspension and chronic absenteeism indicators with an expected decrease in suspension rate and chronic absenteeism for our low-income and foster youth students.

#### Goal 3/Action 5: Community and School Safety Programs and Services

The 2019 City Data Report shows that the City of El Monte experiences higher than average road traffic accidents, creating safety issues for walkers, coupled with the fact that schools within the District are separated by five major thoroughfares, which pose safety for students crossing streets. The 2022 LCAP Student Survey results show that 81% of students reported feeling safe en route to and from school and 59% reported they would feel safer with more crossing guards and campus monitors. Community and safety programs support low-income schools and communities where significant numbers of children walk to school in areas with dangerous traffic conditions. 88% of the 2022 LCAP Parent Survey respondents stated that school staff is visible and looking out for the safety and security of their children. Additionally, working families may need expanded times beyond the regular school day for home visits or additional supervision at the beginning and end of the school day. On the 2022 LCAP Parent Survey, 63% of respondents indicated a need for afterschool care and 48% indicated a need for care during school breaks (Thanksgiving, Winter, and Spring). Ongoing professional development for staff, students, and families on how to be safe in the community supports these identified needs for low-income families. Additionally, we will increase campus monitor supports to provide supervision and safety while students engage in enriched before, during, and after school activities through such programs as peaceful playgrounds and extended day learning and enrichment programs. Student surveys measuring low-income students' sense of safety en route to school will be conducted annually.

#### Goal 3/Action 6: Social Emotional Learning and the Arts

Throughout the pandemic, school staff and parents have reported an increase in the social-emotional needs of our low-income and foster students. Due to students feeling disconnected from their school learning environment, requests for school services increased, with only 67% of students reporting feeling safe on campus. Arts Education and Social and Emotional Learning are designed to illuminate the intersection between arts education and social-emotional learning to allow for the intentional application of appropriate teaching and learning strategies, with the overarching goal of enhancing Arts Education. Arts Educators address different aspects of the SEL through individual or across multiple competencies (self-awareness, self-management, social awareness, relationship skills, and responsible decision making). The effectiveness of this action will be measured through SEL surveys of low-income and foster youth students throughout the school year, along with surveys measuring low-income and foster youth students' sense of connection to their school learning environment.

#### Goal 3/Action 7: Enhanced Technology Infrastructure

Student and parent surveys have identified access to technology both at home and during the school day as a barrier to learning 21st Century Skills for low-income students. 96% of parent respondents from the 2022 LCAP survey indicated that their children have benefited from increased and improved access to educational

technology and devices. 100% of our students were provided with technology access. 2021 DORA data showed that 44% of all students scored proficient/above in reading comprehension, while only 41.2% of low-income students reached these levels on this assessment. Providing 1:1 student access throughout the day in classrooms and other school learning environments helps bridge the gap between students in other communities to access supplemental learning resources to support literacy, language development, and other content areas. Upgrades to technology infrastructure are necessary to support student and family technology programs, ensuring network disruptions do not interrupt learning. This continued action will ensure that we continue to provide this technology accessible to our students, especially for our students from low-income backgrounds. Annual technology inventories will demonstrate that low-income students are assigned devices for use at school and at home. For 2021-22, 100% of students had an assigned device for use at school. With increased access to educational technology, low-income students will be able to increase their academic proficiency in reading comprehension in DORA.

#### Goal 3/Action 8: After School Sports, Wellness Activities, and Clubs

Annual educational partner surveys consistently support the expansion of extra-curricular activities for our students. The Center for Disease Control and Prevention states that schools play an important role in promoting the health and safety of children and adolescents by helping them to establish lifelong health patterns. Healthy students are better learners, and academic achievement bears a lifetime of benefits for health. Schools are an ideal setting to teach and provide students with opportunities to improve their dietary and physical activity behaviors and manage their chronic health conditions (asthma, depression, diabetes, epilepsy, food allergies, and poor oral health). Low-income students are especially vulnerable to these issues due to a lack of access to these types of programs and services in their communities. Prior to the COVID-19 pandemic, cohort data comparison of our students' 5th and 7th-grade Physical Fitness Tests demonstrated growth in passing rates for all fitness tasks for our low-income students. In 2022, 53% of 7th-grade students completed the minimum number of Pacer laps based on the test's norms for their age and gender. Moreover, the district LCAP student and family surveys indicate that 72% of student respondents and 85% of parent respondents were "interested" or "very interested" in these programs. Providing opportunities and programs that address the overall health and wellness of students is particularly important for our low-income students. Engaging students in extra-curricular activities that support social-emotional wellness, community engagement, and student expression provides experiences necessary for college and career readiness. Annual student and parent surveys to gauge interest in these activities will be conducted. This continued action will ensure that we can continue this upward trend in improving the physical fitness of our 7th grade low-income students as measured by the California Physical Fitness Test in the area of aerobic capacity.

#### Goal 3/Action 9: Increased Student Transportation Services

Schools within the District are separated by five major thoroughfares, which pose safety for students crossing streets. This, coupled with El Monte having a higher-than-average traffic accident rate, as indicated in County data reports, poses a risk for students walking to school in some locations. Results of the 2022 LCAP Student and Parent Surveys indicate that 81% of students and 93% of parents agreed/strongly agreed students have a safe route to and from school. Providing service to low-income students needing to cross major thoroughfares to safely attend school when parents cannot drop them off or pick them up due to employment obligations has emerged as an area of need during educational partner engagement meetings and on surveys. Annual family and community surveys will continue to measure community transportation needs for this continued action, along with student surveys measuring their sense of safety.

#### Goal 3/Action 10: Increased Services and Support for Students Experiencing Homelessness and Inadequate Housing.

Enrollment data for 2021-22 indicates a small decrease in homelessness since the pandemic started (from 16.6% in 2019-2020 to 13.7% as of May 2022). However, input from our staff and parents of low-income students indicates that our families living in inadequate housing often do not have the means to purchase school uniforms or school supplies and that their children are often absent to avoid being singled out at school for not having such materials. We will continue to provide immediate resources to these students such as school uniforms and school uniforms, as well as targeted access to academic intervention and enrichment programs. We will also refer our families experiencing homelessness to local food banks for additional support. By providing material and academic support to low-income students and families experiencing homelessness or inadequate housing issues, we plan to increase their school attendance as measured by the attendance rate and by chronic absenteeism indicator on the California Dashboard.

#### Goal 3/Action 11: Expanded Student Learning Events

Events that focus on 21st Century Learning Skills: Critical Thinking, Collaboration and Teamwork, Creativity, and Imagination, and Problem Solving provide opportunities for English learners and low-income students to participate in district-wide events including Speak-Up, Math Field Day, Visual and Performing Arts Celebrations, and I'm Going to College Academies. Participation in these events for the 2021-22 school year was limited due to COVID-19 restrictions. The 2022 LCAP Parent survey indicated that 86% of the respondents were "interested" or "very interested" in having their students participate in these programs when available. These events and programs provide English learners and low-income students expanded opportunities to engage with learning and typical for students in more affluent communities. Annual student surveys to gauge interest in these activities will be conducted, and attendance participation rates for English Learners and low-income students will be used to determine access for these student populations.

#### Goal 4/Action 1: Mountain View Family Center

The 2018 LA Public Health City and Community Health Profile indicate that 22% of residents live below 100% of the federal poverty level, and 53% live 200% below the federal poverty level. Poverty reduces a child's readiness for school because it leads to poor physical health and motor skills, diminishes a child's ability to concentrate and remember information, and reduces attentiveness, curiosity, and motivation. Further, poverty directly affects academic achievement due to the lack of resources available for student success. Low achievement is closely correlated with a lack of resources, and numerous studies have documented the correlation between low socioeconomic status and low achievement. Like low-income students and families, foster students have unique needs associated with the disruption in schooling and family structures. Finally, 49.7% of enrolled students are classified as English learners who have the need for support services unique to their primary language and assistance accessing resources. This is especially true for families speaking languages other than those requiring translation under current State requirements. To address the barriers that low-income, foster, and English language learner students and their families face daily, the MVSD Family Center aims to help families access resources and support school readiness and academic outcomes so students can enter high school prepared to access college prep coursework. 93% of the 2022 LCAP Parent survey respondents agree/strongly agree the District helps to provide community resources. The Family Center will continue to serve families as a hub for COVID-19 vaccination clinics, COVID-19 testing, and virtual parent training in leadership, social-emotional learning, and technology. In addition, the Family Center will continue to provide in-house interactive field trip opportunities for all TK-3 grade students. Annual surveys measuring the extent to which the community perceives the District helps provide community resources will be used to measure the effectiveness of this continued action.

#### Goal 4/Action 2: Family Engagement Programs

Educational partner input through annual surveys consistently supports the expansion of family engagement in our schools. 93% of the 2022 LCAP Parent survey respondents agree/strongly agree the District helps to provide community resources and 90% reported school staff is friendly, helpful, and welcoming. The 2018 LA Public Health City and Community Health Profile indicate that 22% of residents live below 100% of the federal poverty level, and 53% live 200% below the federal poverty level. Poverty reduces a child's readiness for school because it leads to poor physical health and motor skills, diminishes a child's ability to concentrate and remember information, and reduces attentiveness, curiosity, and motivation. Further, poverty directly affects academic achievement due to the lack of resources available for student success. Low achievement is closely correlated with a lack of resources, and numerous studies have documented the correlation between low socioeconomic status and low achievement. Like low-income students and families, foster students have unique needs associated with the disruption in schooling and family structures. Additionally, 49.7% of enrolled students are classified as English learners requiring increased support services in primary languages and support navigating access to resources. This is especially true for families speaking languages other than those requiring translation under current State requirements. Site annual action plans use a research-based framework of six types of involvement—parenting, communicating, volunteering, learning at home, decision making, and collaborating with the community—to focus partnerships on school improvement goals. By implementing activities for all six types of involvement, schools help parents become involved at school and at home in various ways that meet student and family needs. The services provided focus on specific community needs, including English learners, low-income students, and foster youth. Annual surveys measuring the extent to which the community perceives the District helps to provide community resources and school staff are friendly, helpful, and welcoming will be used to measure the effectiveness of this continued action.

#### Goal 4/Action 3: Family Engagement Workshops

Results from the 2022 LCAP Parent survey indicate that 93% of respondents agree/strongly agree the District helps to provide community resources, and 90% report school staff is friendly, helpful, and welcoming. The 2018 LA Public Health City and Community Health Profile indicate that 22% of residents live below 100% of the federal poverty level, and 53% live 200% below the federal poverty level. Additionally, 55.5% of enrolled students are classified as English learners. Poverty reduces a child's readiness for school because it leads to poor physical health and motor skills, diminishes a child's ability to concentrate and remember information, and reduces attentiveness, curiosity, and motivation. Further, poverty directly affects academic achievement due to the lack of resources available for student success. Low achievement is closely correlated with a lack of resources, and numerous studies have documented the correlation between low socioeconomic status and low achievement. Like low-income students and families, foster students have unique needs associated with the disruption in schooling and family structures. Additionally, 49.7% of enrolled students are classified as English learners requiring increased support services in primary languages and support navigating access to resources. This is especially true for families speaking languages other than those requiring translation under current State requirements. Workshops and programs develop family and community programs to support academic development, community involvement, health and wellness education, health services, and social services. Family engagement opportunities based on the identified needs of low-income English learners and foster youth families effectively supporting student learning will continue to be part of this action. Annual surveys measuring the extent to which the community perceives the District helps to provide community resources and school staff are friendly, helpful, and welcoming will be used to measure the effectiveness of this continued action.

#### Goal 4/Action 4: Family and Community Outreach

Results from the 2022 LCAP Parent survey indicate that 93% of respondents agree/strongly agree the District helps to provide community resources, and 90% report school staff is friendly, helpful, and welcoming. The 2018 LA Public Health City and Community Health Profile indicate that 22% of residents live below 100% of the federal poverty level, and 53% live 200% below the federal poverty level. Additionally, 55.5% of enrolled students are classified as English learners. Poverty reduces a

child's readiness for school because it leads to poor physical health and motor skills, diminishes a child's ability to concentrate and remember information, and reduces attentiveness, curiosity, and motivation. Further, poverty directly affects academic achievement due to the lack of resources available for student success. Low achievement is closely correlated with a lack of resources, and numerous studies have documented the correlation between low socioeconomic status and low achievement. Like low-income students and families, foster students have unique needs associated with the disruption in schooling and family structures. Additionally, 49.7% of enrolled students are classified as English learners requiring increased support services in primary languages and support navigating access to resources. This is especially true for families speaking languages other than those requiring translation under current State requirements. Family and Community Outreach promote and bolster children's healthy development through families by engaging them in community meetings, forums, public events, fairs, and facilitating sessions that help families learn about child development. Annual surveys measuring the extent to which the community perceives the District helps to provide community resources and school staff are friendly, helpful, and welcoming will be used to measure the effectiveness of this continued action.

#### Goal 4/Action 5: District and Site Partnership Action Team Plans

The 2018 LA Public Health City and Community Health Profile indicate that 22% of residents live below 100% of the federal poverty level, and 53% live 200% below the federal poverty level. Poverty reduces a child's readiness for school because it leads to poor physical health and motor skills, diminishes a child's ability to concentrate and remember information, and reduces attentiveness, curiosity, and motivation. Further, poverty directly affects academic achievement due to the lack of resources available for student success. Low achievement is closely correlated with a lack of resources, and numerous studies have documented the correlation between low socioeconomic status and low achievement. Additionally, 49.7% of enrolled students are classified as English learners requiring increased support services in primary languages and support navigating access to resources. This is especially true for families speaking languages other than those requiring translation under current State requirements. Research is clear that quality family and community engagement in student learning is critically important, especially for low-income and English language learners, to achieve the goal of preparing every student to graduate high school ready for college and career. We will continue to develop annual LCAP-aligned and needs-based family and community engagement plans at the District and school sites to foster increased and targeted opportunities for low-income and English language learner success through the active partnership between families and schools. Annual completion and review of District and Site Partnership Action Teams will be utilized to evaluate the effectiveness of these programs and activities. All 8 Schools and Preschool Programs completion of a Partnership Action Team Plan and evaluation of those plans will be used to measure program effectiveness. While all sites planned Partnership Action Team activities, COVID19 restrictions greatly limited implementation in 2021-22.

#### Goal 4/Action 6: Family and Community Experiential Trips

The 2018 LA Public Health City and Community Health Profile indicate that 22% of residents live below 100% of the federal poverty level, and 53% live 200% below the federal poverty level. Poverty reduces a child's readiness for school because it leads to poor physical health and motor skills, diminishes a child's ability to concentrate and remember information, and reduces attentiveness, curiosity, and motivation. Further, poverty directly affects academic achievement due to the lack of resources and background knowledge needed for student success. Low achievement is closely correlated with a lack of resources, and numerous studies have documented the correlation between low socioeconomic status and low achievement. Like low-income students and families, foster students have unique needs associated with the disruption in schooling and family structures. Family field trips provide opportunities for families to engage in learning beyond the classroom. Children from low-income and foster youth families should have the same educational and cultural enrichment opportunities that more affluent students have. On the 2022 LCAP Staff Survey, 98% of the respondents agree/ strongly agree with the statement that Family and Community experiential field trips, either prior to COVID or virtually, have supported developing students' background knowledge and learning beyond the classroom. On the 2022 LCAP Parent Survey, 66% of respondents indicated they participated in Family Field trips prior to COVID-19. All schools create annual Partnership Action Team (PAT) plans to engage families in meaningful activities and experiences such as family and community experiential trips. Due to continued health measures during the COVID-19 pandemic, this action was not able to be achieved. We anticipate Family field trips will resume in the 2022-23 school year. Annual family surveys will be used to measure the effectiveness of this continued action for families of low-income and foster youth students and annual review of school PAT plans.

#### Goal 4/Action 7: Enhanced Family and Community Communication and Access

Poverty directly affects academic achievement due to the lack of resources available for student success. Low achievement is closely correlated with a lack of resources, and numerous studies have documented the correlation between low socioeconomic status and low achievement. Research shows that the more involved low-income and English learner parents are, the better their children perform at school; involvement requires being informed. 49.7% of enrolled students are classified as English learners and require enhanced and varied supports to be able to access communication platforms and resources. Increasing communication is important for access, and is provided in multiple home languages to ensure the community is fully aware of services afforded to them to support low-income and English learner students. To increase parental involvement in the educational process, it's important for schools to build strong relationships with families, which starts with good communication. Not only does effective communication make specific processes like enrollment and registration easier for families, but it also builds trust and advocacy. Annual educational partner feedback shows an increased preference for communication through digital means, including websites, text messages, and emails through multiple languages represented in the community. On the 2022 LCAP Parent survey, 93% of parent respondents responded that they have access to

their child's grades and attendance information on AERIES, and 85% responded that they have access to their child's schoolwork in Schoology. In addition, 95% of respondents stated that their child's teacher is available to speak to them or communicate with them by phone or email. We will continue to enhance two-way communication channels with great emphasis on digital platforms to allow families to access information and gain higher levels of parental engagement. The effectiveness of this communication will continue to be monitored through annual surveys with an expected increase in the number of families of low-income and English learner students who report having increased home-school communication. Also, annual surveys measuring the extent to which the community perceives the District helps to provide community resources will be used to measure the effectiveness of this continued action.

#### Goal 4/Action 8: Extended Service and Support to Families

The 2018 LA Public Health City and Community Health Profile indicate that 22% of residents live below 100% of the federal poverty level, and 53% live 200% below the federal poverty level. Poverty reduces a child's readiness for school because it leads to poor physical health and motor skills, diminishes a child's ability to concentrate and remember information, and reduces attentiveness, curiosity, and motivation. Low-income families are at the highest levels of need of support and guidance on how to access community resources. Families of English learners require increased support services in primary languages and support navigating access to needed resources. Like low-income students and families, foster students have unique needs associated with the disruption in schooling and family structures. We will continue to provide ongoing support by connecting families to community liaisons at their sites to build relationships and help them access districts and community resources. The services provided by community liaisons will focus on specific community needs, including those specific to English learners, low-income students, and foster youth. The 2022 LCAP Parent survey results indicated that 88% of respondents agree/strongly agree the school community liaisons help them access services and community resources, and 90% reported school staff is friendly, helpful, and welcoming. Annual surveys will measure the extent to which the community perceives the District helps to provide community resources and the level of support received from school community liaisons.

#### Goal 4/Action 9: Extended Library Service

The 2018 LA Public Health City and Community Health Profile indicate that 22% of residents live below 100% of the federal poverty level, and 53% live 200% below the federal poverty level. Poverty reduces a child's readiness for school because it leads to poor physical health and motor skills, diminishes a child's ability to concentrate and remember information, and reduces attentiveness, curiosity, and motivation. Further, poverty directly affects academic achievement due to the lack of resources available for student success. Low achievement is closely correlated with a lack of resources, and numerous studies have documented the correlation between low socioeconomic status and low achievement. Additionally, 49.7% of enrolled students are classified as English learners. English learners require access to high-quality text and print materials to successfully learn English and to access content. On the 2022 LCAP Parent survey, 93% of respondents agree/strongly agree the District helps to provide community resources, 57% reported they used the school library before or after school Pre-COVID and 85% anticipate they will participate in these library programs once they are able to resume. Providing both increased access to literature and a positive environment encourages children to spend significant amounts of time with books, a first step toward reading achievement. Additionally, school libraries will provide low-income and English learner students access to technology, online resources, and high-quality literature during the day and before/after school. Circulation records and visitor logs will be reviewed to determine the level of access for unduplicated students. Annual surveys will measure the extent to which the community perceives the District helps to provide community resources and the expected increase in the number of families of low-income and English learner students reporting they have used the school library during, before, or after-school hours.

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

The additional services provided in the LCAP year for low-income pupils, foster youth, and English learners are proportional to the increase in funding provided for targeted students. Students are receiving an increase in quantity and quality of instruction as well as academic and emotional support. The increase in quantity results from actions, services, and expenditures for additional teacher and support staff time in the form of increased hours of existing instructional assistants and the hiring of additional instructional assistants for targeted academic interventions in language arts and mathematics, additional staffing to support increased counseling services, extended service hours in libraries, and increased number of study trips.

In terms of quality, the LCAP plan includes expanded professional development for teachers, instructional coaches, supplemental materials to support the implementation of state standards, additional support for new teachers, improved access to technology and library materials, and a newly created position to increase outreach to families and students within our K-8 school and their elementary feeder schools to support the alignment of behavioral expectations, campus monitor/security expectations, SST and intervention coordination, and attendance monitoring.

The increased and improved services for English Learner pupils are: expansion of the SEAL Early Literacy Model to all schools in grades Pre-K through 3rd and ongoing training for all other teachers in the grade levels, expansion of college readiness programs, and AVID in designated schools with curriculum specifically for

Long Term English Learners, increased professional development and collaborative teacher planning time dedicated to planning learning experiences for both designated and integrated ELD, additional TOSA support for EL programs, additional interventions focused on EL students through the Journalism program and interventions, additional support for bilingual programs, and increased access to technology and library services.

The increased and improved services for Foster Youth pupils are the assignment of a dedicated district counselor to work with the development of Individual Success Plans and monitoring of services through the use of the Foster Care Toolkit, academic intervention (targeted and homework centers) with priority access for foster youth, and increases access to community resources through the Site Community Liaisons. Foster Youth supports are designed to remove the unique barriers to learning that our students in out-of-home care or who have open court cases with the Department of Children and Family Services, encounter so that they are engaged and thrive in their academic experience. The District has planned activities and services which include: Individual Success Plans for identified foster youth, Kinship family support and linkage with community-based resources, development of a Family Center with the district, and additional academic support for identified students.

The increased and improved services for Low-Income pupils are: targeted instructional assistant academic supports, professional development, student study trips, family field trips, extended library hours, homework centers, increased technology, school counselors, additional visual and performing arts programs, additional transportation routes, after-school sports, and additional elementary physical education teachers are aligned to provide experiences and learning supports for disadvantaged students. Being that over 90% of students in the district qualify for free and reduced meal prices, actions and services directed principally towards Low-Income Students are a major focus. The activities and programs provided in the plan increase access to learning supports that would ordinarily be afforded to students in more affluent communities and enriches the learning experience by providing better and up-to-date learning tools.

Moreover, the District serves over 1,080 students who are identified as low-income/homeless based on the McKinney-Vento Homeless Assistance Act (McKinney-Vento Act) federal legislation that ensures the educational rights and protections of children and youths experiencing homelessness. It requires all local educational agencies (LEAs) to ensure that homeless students have access to the same free, appropriate public education, including public preschools, as provided to other children and youths. Additional support is provided to enhance the funds provided for students experiencing homelessness to ensure engagement and access to learning. Support logs indicating the number and types of services provided to students experiencing homelessness will be used to determine the effectiveness of these services and rates of chronic absenteeism. The activities and programs provided in the plan increase access to learning supports that would ordinarily be afforded to students in more affluent communities and enriches the learning experience by providing better and up-to-date learning tools.

For each identified group, the quality of services is enhanced by having greater access, greater numbers of staff being trained in strategies and practices which support low-income, English learners and foster youth students, and providing the additional supplies and materials so that a wide breadth of resources are available for hands-on and exploratory learning experiences that research has proven to accelerate deep learning.

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

All of our school sites have over 55% concentration of low-income, and English learners. For 2021-22 we planned to increase our instructional assistants by 20 part-time employees. The positions were posted for several months; however, we received no applicants. For 2022-23, under Goal 1 Action 14, we plan to increase our existing instructional aide hours to provide more small group instructional services and to hire additional instructional assistants to serve the diverse needs of our low-income and English learner student populations with a focus on our primary grades (TK-2). Our new strategy will be to increase our existing instructional assistant hours and post positions greater than part-time hours in the hope to attract more applicants.



Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students		Baker 26.375 FTE 699 Students (Ratio 26.5) La Primaria 11.469 FTE 218 Students (Ratio 19.0) Maxson 16.563 FTE 494 Students Ratio (29.8) Miramonte 19.906 FTE 499 Students Ratio (25.1) Monte Vista 29.094 FTE 913 Students Ratio (31.4) Parkview 32.031 FTE 1028 Students Ratio (32.1) Payne 23.031 FTE 649 Students (Ratio 28.2) Twin Lakes 27.375 FTE 787 Students (Ratio 28.7)
Staff-to-student ratio of certificated staff providing direct services to students		Baker 35.725 FTE 699 Students (Ratio 19.6) La Primaria 15.825 FTE 218 Students (Ratio 13.8) Maxson 26.4 FTE 494 Students Ratio (18.7) Miramonte 27.35 FTE 499 Students Ratio (18.2) Monte Vista 46.85 FTE 913 Students Ratio (19.5) Parkview 58.275 FTE 1028 Students Ratio (17.6) Payne 32.525 FTE 649 Students (Ratio 20.0) Twin Lakes 43.85 FTE 787 Students (Ratio 17.9)

# Action Tables

## 2022-2023 Total Planned Expenditures Table

Totals:	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$45,147,508.00	\$26,305,484.00	\$0.00	\$9,850,562.00	\$81,303,554.00	\$35,224,892.00	\$46,078,662.00

Goal #	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	Transitional Kindergarten Early Enrollment	English learner (EL), Low Income	\$1,300,589.00	\$0.00	\$0.00	\$0.00	\$1,300,589.00
1	2	English Language Arts, Literacy, and English/Academic Language Development	English learner (EL), Low Income	\$1,957,211.00	\$0.00	\$0.00	\$1,997,884.00	\$3,955,095.00
1	3	Services to Support Mathematics Instruction	English learner (EL), Low Income	\$1,319,747.00	\$0.00	\$0.00	\$2,160,259.00	\$3,480,006.00
1	4	Services to Support Science and Engineering Programs	Low Income, Foster Youth, English learner (EL)	\$278,619.00	\$0.00	\$0.00	\$162,375.00	\$440,994.00
1	5	School-wide Advancement Via Individual Determination (A.V.I.D.) Programs	Low Income	\$558,184.00	\$0.00	\$0.00	\$0.00	\$558,184.00
1	6	Visual and Performing Arts	English learner (EL), Low Income	\$690,747.00	\$0.00	\$0.00	\$91,000.00	\$781,747.00
1	7	Increased and Improved Educational Technology Programs and Devices	Low Income	\$856,907.00	\$0.00	\$0.00	\$61,250.00	\$918,157.00
1	8	Elementary Physical Education Programs and Elementary Teacher Collaboration	English learner (EL), Low Income	\$2,167,666.00	\$0.00	\$0.00	\$0.00	\$2,167,666.00
1	9	Extended Day and Summer Library Services	Low Income	\$68,000.00	\$0.00	\$0.00	\$45,000.00	\$113,000.00
1	10	Intervention and Enrichment	Low Income	\$112,814.00	\$1,808,179.00	\$0.00	\$293,112.00	\$2,214,105.00

1	11	Summer and Extended Learning	Foster Youth, Low Income, English learner (EL)	\$271,541.00	\$704,702.00	\$0.00	\$809,801.00	\$1,786,044.00
1	12	Student Study Trips	Low Income	\$231,000.00	\$0.00	\$0.00	\$0.00	\$231,000.00
1	13	Certificated Reimbursement for Supplemental Instructional Materials	English learner (EL), Low Income	\$50,000.00	\$0.00	\$0.00	\$0.00	\$50,000.00
1	14	Programmatic Support for Instruction and Services	Foster Youth, English learner (EL), Low Income	\$5,316,665.00	\$250,000.00	\$0.00	\$0.00	\$5,566,665.00
1	15	Expanded Services to Preschool Age Children	Low Income	\$11,000.00	\$0.00	\$0.00	\$0.00	\$11,000.00
1	16	Maintaining Fully Credentialed and Appropriately Assigned Teachers and Staff	All	\$12,124,653.00	\$22,425,328.00	\$0.00	\$0.00	\$34,549,981.00
1	17	Maintaining Safe and Functional Facilities for All Students	All	\$6,160,969.00	\$17,275.00	\$0.00	\$303,376.00	\$6,481,620.00
1	18	Provides Standards Aligned Instructional Materials for All Students	All	\$426,922.00	\$1,100,000.00	\$0.00	\$3,600,049.00	\$5,126,971.00
2	1	Language Support Services for English Learners	Low Income, English learner (EL)	\$213,170.00	\$0.00	\$0.00	\$0.00	\$213,170.00
2	2	Services to Improve English Learner Literacy	English learner (EL)	\$1,600.00	\$0.00	\$0.00	\$215,543.00	\$217,143.00
2	3	Extended Support Programs for English Learners	English learner (EL)	\$82,072.00	\$0.00	\$0.00	\$0.00	\$82,072.00
2	4	Expanded Services for Newcomer Students	English learner (EL)	\$300,217.00	\$0.00	\$0.00	\$9,913.00	\$310,130.00
2	5	Improving Dual Language Programs and Enrichment Services	Low Income	\$772,862.00	\$0.00	\$0.00	\$0.00	\$772,862.00
2	6	Expanded Foster Youth Services	Foster Youth	\$63,419.00	\$0.00	\$0.00	\$0.00	\$63,419.00
3	1	Support Services for Students and Families	Foster Youth, Low Income	\$66,126.00	\$0.00	\$0.00	\$0.00	\$66,126.00

3	2	Social Emotional Wellness Services and Support	Foster Youth, Low Income	\$1,401,772.00	\$0.00	\$0.00	\$0.00	\$1,401,772.00
3	3	Positive Behavior Support and Intervention	Low Income, Foster Youth	\$395,758.00	\$0.00	\$0.00	\$0.00	\$395,758.00
3	4	Expanded Health and Wellness Services	Low Income, Foster Youth	\$1,240,110.00	\$0.00	\$0.00	\$0.00	\$1,240,110.00
3	5	Community and School Safety Programs and Services	Low Income	\$2,136,757.00	\$0.00	\$0.00	\$91,000.00	\$2,227,757.00
3	6	Social Emotional Learning Arts Integration Programs	Foster Youth, Low Income	\$22,200.00	\$0.00	\$0.00	\$10,000.00	\$32,200.00
3	7	Enhanced Technology Infrastructure	Low Income	\$1,301,723.00	\$0.00	\$0.00	\$0.00	\$1,301,723.00
3	8	After-School Sports and Recreation Programs	Low Income	\$100,809.00	\$0.00	\$0.00	\$0.00	\$100,809.00
3	9	Increased Student Transportation Services	Low Income	\$152,522.00	\$0.00	\$0.00	\$0.00	\$152,522.00
3	10	Increased Services and Support for Students Experiencing Homelessness and Inadequate Housing	Low Income	\$26,800.00	\$0.00	\$0.00	\$0.00	\$26,800.00
3	11	Expanded Student Learning Events	English learner (EL), Low Income	\$38,351.00	\$0.00	\$0.00	\$0.00	\$38,351.00
4	1	Mountain View Family Center	Low Income, English learner (EL), Foster Youth	\$507,243.00	\$0.00	\$0.00	\$0.00	\$507,243.00
4	2	Family Engagement Programs	Foster Youth, Low Income, English learner (EL)	\$397,152.00	\$0.00	\$0.00	\$0.00	\$397,152.00
4	3	Family Engagement Workshops	Low Income, Foster Youth, English learner (EL)	\$213,447.00	\$0.00	\$0.00	\$0.00	\$213,447.00
4	4	Family and Community Outreach	Low Income, English learner (EL), Foster Youth	\$79,317.00	\$0.00	\$0.00	\$0.00	\$79,317.00
4	5	District and Site Partnership Action Team Plans	Low Income, English learner (EL)	\$95,520.00	\$0.00	\$0.00	\$0.00	\$95,520.00

4	6	Family and Community Experiential Trips	Foster Youth, Low Income	\$15,000.00	\$0.00	\$0.00	\$0.00	\$15,000.00
4	7	Enhanced Family and Community Communication and Access	Low Income, English learner (EL)	\$1,188,292.00	\$0.00	\$0.00	\$0.00	\$1,188,292.00
4	8	Extended Service and Support to Families	Low Income, English learner (EL), Foster Youth	\$56,528.00	\$0.00	\$0.00	\$0.00	\$56,528.00
4	9	Extended Library Service	English learner (EL), Low Income	\$375,507.00	\$0.00	\$0.00	\$0.00	\$375,507.00

# 2022-2023 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover – Percentage (Percentage from prior year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4.Total Planned Contributing Expenditures (LCFF Funds)	5.Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
\$50,098,707.00	\$22,821,214.00	45.55%	4.80%	50.35%	\$26,434,964.00	0.00%	52.77%	<b>Total:</b>	\$26,434,964.00
								<b>LEA-wide Total:</b>	\$23,179,573.00
								<b>Limited Total:</b>	\$456,708.00
								<b>Schoolwide Total:</b>	\$2,798,683.00

Goal #	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions(LCFF Funds)	Planned Percentage of Improved Services (%)
1	1	Transitional Kindergarten Early Enrollment	Yes	Schoolwide	English learner (EL), Low Income	Specific Grade Spans, Transitional Kindergarten	\$1,300,589.00	0.00%
1	2	English Language Arts, Literacy, and English/Academic Language Development	Yes	LEA-wide	English learner (EL), Low Income	All Schools	\$1,957,211.00	0.00%
1	3	Services to Support Mathematics Instruction	Yes	LEA-wide	English learner (EL), Low Income	All Schools	\$1,319,747.00	0.00%
1	4	Services to Support Science and Engineering Programs	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	\$278,619.00	0.00%

1	5	School-wide Advancement Via Individual Determination (A.V.I.D.) Programs	Yes	Schoolwide	Low Income	Specific Schools, Parkview, Twin Lakes, Monte Vista and Payne	\$558,184.00	0.00%
1	6	Visual and Performing Arts	Yes	LEA-wide	English learner (EL), Low Income	All Schools	\$690,747.00	0.00%
1	7	Increased and Improved Educational Technology Programs and Devices	Yes	LEA-wide	Low Income	All Schools	\$856,907.00	0.00%
1	8	Elementary Physical Education Programs and Elementary Teacher Collaboration	Yes	LEA-wide	English learner (EL), Low Income	All Schools	\$2,167,666.00	0.00%
1	9	Extended Day and Summer Library Services	Yes	LEA-wide	Low Income	All Schools	\$68,000.00	0.00%
1	10	Intervention and Enrichment	Yes	LEA-wide	Low Income	All Schools	\$112,814.00	0.00%
1	11	Summer and Extended Learning	Yes	LEA-wide	Foster Youth, Low Income, English learner (EL)	All Schools	\$271,541.00	0.00%
1	12	Student Study Trips	Yes	LEA-wide	Low Income	All Schools	\$231,000.00	0.00%
1	13	Certificated Reimbursement for Supplemental Instructional Materials	Yes	LEA-wide	English learner (EL), Low Income	All Schools	\$50,000.00	0.00%
1	14	Programmatic Support for Instruction and Services	Yes	LEA-wide	Foster Youth, English learner (EL), Low Income	All Schools	\$5,316,665.00	0.00%
1	15	Expanded Services to Preschool Age Children	Yes	Limited	Low Income	Specific Grade Spans, Birth to age 4	\$11,000.00	0.00%
2	1	Language Support Services for English Learners	Yes	LEA-wide	Low Income, English learner (EL)	All Schools	\$213,170.00	0.00%
2	2	Services to Improve English Learner Literacy	Yes	LEA-wide	English learner (EL)	All Schools	\$1,600.00	0.00%
2	3	Extended Support Programs for English Learners	Yes	Limited	English learner (EL)	All Schools	\$82,072.00	0.00%
2	4	Expanded Services for Newcomer Students	Yes	Limited	English learner (EL)	All Schools	\$300,217.00	0.00%

2	5	Improving Dual Language Programs and Enrichment Services	Yes	Schoolwide	Low Income	Specific Schools, Parkview, Payne, Twin Lakes	\$772,862.00	0.00%
2	6	Expanded Foster Youth Services	Yes	Limited	Foster Youth	All Schools	\$63,419.00	0.00%
3	1	Support Services for Students and Families	Yes	LEA-wide	Foster Youth, Low Income	All Schools	\$66,126.00	0.00%
3	2	Social Emotional Wellness Services and Support	Yes	LEA-wide	Foster Youth, Low Income	All Schools	\$1,401,772.00	0.00%
3	3	Positive Behavior Support and Intervention	Yes	LEA-wide	Low Income, Foster Youth	All Schools	\$395,758.00	0.00%
3	4	Expanded Health and Wellness Services	Yes	LEA-wide	Low Income, Foster Youth	All Schools	\$1,240,110.00	0.00%
3	5	Community and School Safety Programs and Services	Yes	LEA-wide	Low Income	All Schools	\$2,136,757.00	0.00%
3	6	Social Emotional Learning Arts Integration Programs	Yes	LEA-wide	Foster Youth, Low Income	All Schools	\$22,200.00	0.00%
3	7	Enhanced Technology Infrastructure	Yes	LEA-wide	Low Income	All Schools	\$1,301,723.00	0.00%
3	8	After-School Sports and Recreation Programs	Yes	LEA-wide	Low Income	Specific Grade Spans, Grades 4-8, All Schools	\$100,809.00	0.00%
3	9	Increased Student Transportation Services	Yes	LEA-wide	Low Income	All Schools	\$152,522.00	0.00%
3	10	Increased Services and Support for Students Experiencing Homelessness and Inadequate Housing	Yes	LEA-wide	Low Income	All Schools	\$26,800.00	0.00%
3	11	Expanded Student Learning Events	Yes	LEA-wide	English learner (EL), Low Income	All Schools	\$38,351.00	0.00%
4	1	Mountain View Family Center	Yes	LEA-wide	Low Income, English learner (EL), Foster Youth	All Schools	\$507,243.00	0.00%
4	2	Family Engagement Programs	Yes	LEA-wide	Foster Youth, Low Income, English learner (EL)	All Schools	\$397,152.00	0.00%
4	3	Family Engagement Workshops	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	\$213,447.00	0.00%



4	4	Family and Community Outreach	Yes	LEA-wide	Low Income, English learner (EL), Foster Youth	All Schools	\$79,317.00	0.00%
4	5	District and Site Partnership Action Team Plans	Yes	Schoolwide	Low Income, English learner (EL)	All Schools	\$95,520.00	0.00%
4	6	Family and Community Experiential Trips	Yes	Schoolwide	Foster Youth, Low Income	All Schools	\$15,000.00	0.00%
4	7	Enhanced Family and Community Communication and Access	Yes	LEA-wide	Low Income, English learner (EL)	All Schools	\$1,188,292.00	0.00%
4	8	Extended Service and Support to Families	Yes	Schoolwide	Low Income, English learner (EL), Foster Youth	Specific Schools, Parkview	\$56,528.00	0.00%
4	9	Extended Library Service	Yes	LEA-wide	English learner (EL), Low Income	All Schools	\$375,507.00	0.00%

# 2021-2022 Annual Update Table

Totals:	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals:	\$115,447,390.00	\$84,958,056.00

Last Year's Goal#	Last Year's Action#	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1	Transitional Kindergarten Early Enrollment	Yes	\$1,493,275.00	\$808,057.00
1	2	English Language Arts, Literacy, and English/Academic Language Development	Yes	\$3,431,098.00	\$3,433,596.00
1	3	Services to Support Mathematics Instruction	Yes	\$3,031,388.00	\$3,144,053.00
1	4	Services to Support Science and Engineering Programs	Yes	\$346,239.00	\$156,418.00
1	5	School-wide Advancement Via Individual Determination (A.V.I.D.) Programs	Yes	\$36,037.00	\$419,961.00
1	6	Visual and Performing Arts	Yes	\$436,720.00	\$551,760.00
1	7	Increased and Improved Educational Technology Programs and Devices	Yes	\$3,065,069.00	\$2,894,339.00
1	8	Elementary Physical Education Programs and Elementary Teacher Collaboration	Yes	\$1,165,071.00	\$2,053,886.00
1	9	Extended Day and Summer Library Services	Yes	\$75,573.00	\$50,567.00
1	10	Intervention and Enrichment	No	\$1,025,536.00	\$1,224,432.00
1	11	Summer and Extended Day Programs for Advanced Learners	Yes	\$1,049,588.00	\$555,199.00
1	12	Student Study Trips	Yes	\$258,000.00	\$220,620.00
1	13	Certificated Reimbursement	Yes	\$36,500.00	\$50,000.00

		for Supplemental Instructional Materials			
1	14	Programmatic Support for Instruction and Services	Yes	\$1,856,293.00	\$2,207,400.00
1	15	Expanded Services to Preschool Age Children	Yes	\$11,000.00	\$11,000.00
1	16	Maintaining Fully Credentialed and Appropriately Assigned Teachers and Staff	No	\$43,139,469.00	\$29,135,261.00
1	17	Maintaining Safe and Functional Facilities for All Students	No	\$6,832,422.00	\$23,025,439.00
1	19	Provides Standards Aligned Instructional Materials for All Students	No	\$39,224,825.00	\$6,588,620.00
2	1	Language Support Services for English Learners	Yes	\$260,348.00	\$200,756.00
2	2	Services to Improve English Learner Literacy	Yes	\$180,435.00	\$170,348.00
2	3	Extended Support Programs for English Learners	Yes	\$84,406.00	\$15,253.00
2	4	Expanded Services for Newcomer Students	Yes	\$416,503.00	\$145,588.00
2	5	Improving Dual Language Programs and Enrichment Services	Yes	\$97,344.00	\$654,584.00
2	6	Expanded Foster Youth Services	Yes	\$61,761.00	\$22,169.00
3	1	Support Services for Students and Families	Yes	\$266,351.00	\$198,323.00
3	2	Social Emotional Wellness Services and Support	Yes	\$1,340,024.00	\$993,989.00
3	3	Positive Behavior Support and Intervention	Yes	\$1,340,024.00	\$145,756.00
3	4	Expanded Health and Wellness Services	Yes	\$1,002,077.00	\$947,365.00
3	5	Social Emotional Learning Arts Integration Programs	Yes	\$33,972.00	\$21,642.00
3	6	Enhanced Technology Infrastructure	Yes	\$1,302,991.00	\$1,267,520.00
3	7	After-School Sports and Recreation Programs	Yes	\$53,872.00	\$55,952.00

3	8	Increased Student Transportation Services	Yes	\$87,361.00	\$78,019.00
3	9	Increased Services and Support for Students Experiencing Homelessness and Inadequate Housing	Yes	\$50,800.00	\$3,177.00
3	10	Expanded Student Learning Events	Yes	\$37,097.00	\$33,477.00
3	11	Community and School Safety Programs and Services	Yes	\$123,654.00	\$1,813,415.00
4	1	Mountain View Family Center	Yes	\$604,878.00	\$589,246.00
4	2	Family Engagement Programs	Yes	\$388,873.00	\$285,898.00
4	3	Family Engagement Workshops	Yes	\$284,500.00	\$143,014.00
4	4	Family and Community Outreach	Yes	\$96,000.00	\$63,884.00
4	5	District and Site Partnership Action Team Plans	Yes	\$95,443.00	\$38,278.00
4	6	Family and Community Experiential Trips	Yes	\$22,000.00	\$0.00
4	7	Enhanced Family and Community Communication and Access	Yes	\$197,633.00	\$164,957.00
4	8	Extended Service and Support to Families	Yes	\$48,530.00	\$45,908.00
4	9	Extended Library Service	Yes	\$456,410.00	\$328,930.00

# 2021-2022 Contributing Actions Annual Update Table

6.Estimated Actual LCFF Supplemental and/or Concentration Grants (Input Dollar Amount):	4.Total Planned Contributing Expenditures (LCFF Funds)	7.Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)	5.Total Planned Percentage of Improved Services (%)	8.Total Estimated Actual Percentage of Improved Services(%)	Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
\$22,872,438.00	\$20,025,550.00	\$20,471,994.00	(\$446,444.00)	0.00%	0.00%	0.00% - No Difference

Last Year's Goal#	Last Year's Action#	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions(Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services(Input Percentage)
1	1	Transitional Kindergarten Early Enrollment	Yes	\$1,493,275.00	\$808,057.00	0.00%	0.00%
1	2	English Language Arts, Literacy, and English/Academic Language Development	Yes	\$1,996,066.00	\$1,401,192.00	0.00%	0.00%
1	3	Services to Support Mathematics Instruction	Yes	\$1,596,356.00	\$1,111,648.00	0.00%	0.00%
1	4	Services to Support Science and Engineering Programs	Yes	\$202,094.00	\$156,418.00	0.00%	0.00%
1	5	School-wide Advancement Via Individual Determination (A.V.I.D.) Programs	Yes	\$36,037.00	\$419,961.00	0.00%	0.00%
1	6	Visual and Performing Arts	Yes	\$436,720.00	\$551,760.00	0.00%	0.00%
1	7	Increased and Improved Educational Technology Programs and Devices	Yes	\$3,065,069.00	\$2,894,339.00	0.00%	0.00%
1	8	Elementary Physical Education Programs and Elementary Teacher Collaboration	Yes	\$1,165,071.00	\$2,053,886.00	0.00%	0.00%

1	9	Extended Day and Summer Library Services	Yes	\$75,573.00	\$50,567.00	0.00%	0.00%
1	11	Summer and Extended Day Programs for Advanced Learners	Yes	\$219,787.00	\$346,356.00	0.00%	0.00%
1	12	Student Study Trips	Yes	\$258,000.00	\$220,620.00	0.00%	0.00%
1	13	Certificated Reimbursement for Supplemental Instructional Materials	Yes	\$36,500.00	\$50,000.00	0.00%	0.00%
1	14	Programmatic Support for Instruction and Services	Yes	\$1,856,293.00	\$2,207,400.00	0.00%	0.00%
1	15	Expanded Services to Preschool Age Children	Yes	\$11,000.00	\$11,000.00	0.00%	0.00%
2	1	Language Support Services for English Learners	Yes	\$260,348.00	\$200,756.00	0.00%	0.00%
2	2	Services to Improve English Learner Literacy	Yes	\$0.00	\$0.00	0.00%	0.00%
2	3	Extended Support Programs for English Learners	Yes	\$84,406.00	\$15,253.00	0.00%	0.00%
2	4	Expanded Services for Newcomer Students	Yes	\$416,503.00	\$145,588.00	0.00%	0.00%
2	5	Improving Dual Language Programs and Enrichment Services	Yes	\$97,344.00	\$654,584.00	0.00%	0.00%
2	6	Expanded Foster Youth Services	Yes	\$61,761.00	\$22,169.00	0.00%	0.00%
3	1	Support Services for Students and Families	Yes	\$266,351.00	\$198,323.00	0.00%	0.00%
3	2	Social Emotional Wellness Services and Support	Yes	\$1,340,024.00	\$993,989.00	0.00%	0.00%
3	3	Positive Behavior Support and Intervention	Yes	\$1,340,024.00	\$145,756.00	0.00%	0.00%
3	4	Expanded Health and Wellness Services	Yes	\$1,002,077.00	\$947,365.00	0.00%	0.00%
3	5	Social Emotional Learning Arts Integration Programs	Yes	\$24,141.00	\$11,817.00	0.00%	0.00%
3	6	Enhanced Technology Infrastructure	Yes	\$137,679.00	\$1,259,057.00	0.00%	0.00%
3	7	After-School Sports and Recreation Programs	Yes	\$53,872.00	\$21,928.00	0.00%	0.00%
3	8	Increased Student Transportation Services	Yes	\$87,361.00	\$78,019.00	0.00%	0.00%

3	9	Increased Services and Support for Students Experiencing Homelessness and Inadequate Housing	Yes	\$50,800.00	\$3,177.00	0.00%	0.00%
3	10	Expanded Student Learning Events	Yes	\$37,097.00	\$33,477.00	0.00%	0.00%
3	11	Community and School Safety Programs and Services	Yes	\$123,654.00	\$1,813,415.00	0.00%	0.00%
4	1	Mountain View Family Center	Yes	\$604,878.00	\$571,248.00	0.00%	0.00%
4	2	Family Engagement Programs	Yes	\$388,873.00	\$285,898.00	0.00%	0.00%
4	3	Family Engagement Workshops	Yes	\$284,500.00	\$143,014.00	0.00%	0.00%
4	4	Family and Community Outreach	Yes	\$96,000.00	\$63,884.00	0.00%	0.00%
4	5	District and Site Partnership Action Team Plans	Yes	\$95,443.00	\$38,278.00	0.00%	0.00%
4	6	Family and Community Experiential Trips	Yes	\$22,000.00	\$2,000.00	0.00%	0.00%
4	7	Enhanced Family and Community Communication and Access	Yes	\$197,633.00	\$164,957.00	0.00%	0.00%
4	8	Extended Service and Support to Families	Yes	\$48,530.00	\$45,908.00	0.00%	0.00%
4	9	Extended Library Service	Yes	\$456,410.00	\$328,930.00	0.00%	0.00%

# 2021-2022 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover – Percentage (Percentage from prior year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover – Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover – Percentage (12 divided by 9)
\$50,005,876.00	\$22,872,438.00	0.00%	45.74%	\$20,471,994.00	0.00%	40.94%	\$2,400,282.05	4.80%

# Federal Funds Detail Report

Totals:	Title I	Title II	Title III	Title IV	CSI	Other Federal Funds
Totals	\$1,138,048.00	\$700.00	\$234,586.00	\$358,529.00	\$0.00	\$8,118,699.00

Goal #	Action #	Action Title	Title I	Title II	Title III	Title IV	CSI	Other Federal Funds	Total Funds
1	1	Transitional Kindergarten Early Enrollment	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$1,300,589.00
1	2	English Language Arts, Literacy, and English/Academic Language Development	\$150,000.00	\$0.00	\$0.00	\$0.00	\$0.00	\$1,847,884.00	\$3,955,095.00
1	3	Services to Support Mathematics Instruction	\$312,375.00	\$0.00	\$0.00	\$0.00	\$0.00	\$1,847,884.00	\$3,480,006.00
1	4	Services to	\$162,375.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$440,994.00



		Support Science and Engineering Programs							
1	5	School-wide Advancement Via Individual Determination (A.V.I.D.) Programs	\$0.00	\$0.00	\$0.00		\$0.00	\$0.00	\$558,184.00
1	6	Visual and Performing Arts	\$0.00	\$0.00	\$0.00	\$91,000.00	\$0.00	\$0.00	\$781,747.00
1	7	Increased and Improved Educational Technology Programs and Devices	\$0.00	\$0.00	\$0.00	\$61,250.00	\$0.00	\$0.00	\$918,157.00
1	8	Elementary Physical Education Programs and Elementary Teacher Collaboration	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$2,167,666.00
1	9	Extended Day and Summer Library Services	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$45,000.00	\$113,000.00
1	10	Intervention and Enrichment	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$293,112.00	\$2,214,105.00
1	11	Summer and Extended Learning	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$809,801.00	\$1,786,044.00
1	12	Student Study Trips	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$231,000.00
1	13	Certificated Reimbursement for	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$50,000.00

		Supplemental Instructional Materials							
1	14	Programmatic Support for Instruction and Services	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$5,566,665.00
1	15	Expanded Services to Preschool Age Children	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$11,000.00
1	16	Maintaining Fully Credentialed and Appropriately Assigned Teachers and Staff	\$0.00		\$0.00	\$0.00	\$0.00	\$0.00	\$34,549,981.00
1	17	Maintaining Safe and Functional Facilities for All Students	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$303,376.00	\$6,481,620.00
1	18	Provides Standards Aligned Instructional Materials for All Students	\$513,298.00	\$700.00	\$9,130.00	\$105,279.00	\$0.00	\$2,971,642.00	\$5,126,971.00
2	1	Language Support Services for English Learners	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$213,170.00
2	2	Services to Improve English Learner Literacy	\$0.00	\$0.00	\$215,543.00	\$0.00	\$0.00	\$0.00	\$217,143.00
2	3	Extended	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$82,072.00

		Support Programs for English Learners							
2	4	Expanded Services for Newcomer Students	\$0.00	\$0.00	\$9,913.00	\$0.00	\$0.00	\$0.00	\$310,130.00
2	5	Improving Dual Language Programs and Enrichment Services	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$772,862.00
2	6	Expanded Foster Youth Services	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$63,419.00
3	1	Support Services for Students and Families	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$66,126.00
3	2	Social Emotional Wellness Services and Support	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$1,401,772.00
3	3	Positive Behavior Support and Intervention	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$395,758.00
3	4	Expanded Health and Wellness Services	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$1,240,110.00
3	5	Community and School Safety Programs and Services	\$0.00	\$0.00	\$0.00	\$91,000.00	\$0.00	\$0.00	\$2,227,757.00
3	6	Social	\$0.00	\$0.00	\$0.00	\$10,000.00	\$0.00	\$0.00	\$32,200.00

		Emotional Learning Arts Integration Programs							
3	7	Enhanced Technology Infrastructure	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$1,301,723.00
3	8	After-School Sports and Recreation Programs	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$100,809.00
3	9	Increased Student Transportation Services	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$152,522.00
3	10	Increased Services and Support for Students Experiencing Homelessness and Inadequate Housing	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$26,800.00
3	11	Expanded Student Learning Events	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$38,351.00
4	1	Mountain View Family Center	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$507,243.00
4	2	Family Engagement Programs	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$397,152.00
4	3	Family Engagement Workshops	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$213,447.00
4	4	Family and Community Outreach	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$79,317.00
4	5	District and Site	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$95,520.00

		Partnership Action Team Plans							
4	6	Family and Community Experiential Trips	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$15,000.00
4	7	Enhanced Family and Community Communication and Access	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$1,188,292.00
4	8	Extended Service and Support to Families	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$56,528.00
4	9	Extended Library Service	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$375,507.00

# Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

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[Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students](#)

*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](mailto:lcff@cde.ca.gov).*

## Introduction and Instructions

The Local Control Funding Formula (LCFF) requires local educational agencies (LEAs) to engage their local educational partners in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have 10 state priorities). LEAs document the results of this planning process in the LCAP using the template adopted by the State Board of Education.

The LCAP development process serves three distinct, but related functions:

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning (California *Education Code* [EC] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (EC Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because aspects of the LCAP template require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
  - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC Section 52064[b][4-6]).

- Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (*EC* sections 52064[b][1] and [2]).
- Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* Section 52064[b][7]).

The LCAP template, like each LEA’s final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which should: (a) reflect comprehensive strategic planning (b) through meaningful engagement with educational partners that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a tool for engaging educational partners.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in *EC* sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity’s budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

The revised LCAP template for the 2021–22, 2022–23, and 2023–24 school years reflects statutory changes made through Assembly Bill 1840 (Committee on Budget), Chapter 243, Statutes of 2018. These statutory changes enhance transparency regarding expenditures on actions included in the LCAP, including actions that contribute to meeting the requirement to increase or improve services for foster youth, English learners, and low-income students, and to streamline the information presented within the LCAP to make adopted LCAPs more accessible for educational partners and the public.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing for students in transitional kindergarten through grade twelve (TK–12), but also allow educational partners to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA’s diverse educational partners and the broader public.

In developing and finalizing the LCAP for adoption, LEAs are encouraged to keep the following overarching frame at the forefront of the strategic planning and educational partner engagement functions:

Given present performance across the state priorities and on indicators in the California School Dashboard (Dashboard), how is the LEA using its budgetary resources to respond to TK–12 student and community needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?

LEAs are encouraged to focus on a set of metrics and actions that the LEA believes, based on input gathered from educational partners, research, and experience, will have the biggest impact on behalf of its TK–12 students.

These instructions address the requirements for each section of the LCAP, but may include information about effective practices when developing the LCAP and completing the LCAP itself. Additionally, information is included at the beginning of each section emphasizing the purpose that each section serves.

## Plan Summary

### Purpose

A well-developed Plan Summary section provides a meaningful context for the LCAP. This section provides information about an LEA's community as well as relevant information about student needs and performance. In order to provide a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included in the subsequent sections of the LCAP.

### Requirements and Instructions

**General Information** – Briefly describe the LEA, its schools, and its students in grades TK–12, as applicable to the LEA. For example, information about an LEA in terms of geography, enrollment, or employment, the number and size of specific schools, recent community challenges, and other such information as an LEA wishes to include can enable a reader to more fully understand an LEA's LCAP.

**Reflections: Successes** – Based on a review of performance on the state indicators and local performance indicators included in the Dashboard, progress toward LCAP goals, local self-assessment tools, input from educational partners, and any other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success? This may include identifying specific examples of how past increases or improvements in services for foster youth, English learners, and low-income students have led to improved performance for these students.

**Reflections: Identified Need** – Referring to the Dashboard, identify: (a) any state indicator for which overall performance was in the “Red” or “Orange” performance category or any local indicator where the LEA received a “Not Met” or “Not Met for Two or More Years” rating AND (b) any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. What steps is the LEA planning to take to address these areas of low performance and performance gaps? An LEA that is required to include a goal to address one or more consistently low-performing student groups or low-performing schools must identify that it is required to include this goal and must also identify the applicable student group(s) and/or school(s). Other needs may be identified using locally collected data including data collected to inform the self-reflection tools and reporting local indicators on the Dashboard.

**LCAP Highlights** – Identify and briefly summarize the key features of this year's LCAP.

**Comprehensive Support and Improvement** – An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts:



- **Schools Identified:** Identify the schools within the LEA that have been identified for CSI.
- **Support for Identified Schools:** Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.
- **Monitoring and Evaluating Effectiveness:** Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

## Engaging Educational Partners

### Purpose

Significant and purposeful engagement of parents, students, educators, and other educational partners, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such engagement should support comprehensive strategic planning, accountability, and improvement across the state priorities and locally identified priorities (*EC* Section 52064[e][1]). Engagement of educational partners is an ongoing, annual process.

This section is designed to reflect how the engagement of educational partners influenced the decisions reflected in the adopted LCAP. The goal is to allow educational partners that participated in the LCAP development process and the broader public understand how the LEA engaged educational partners and the impact of that engagement. LEAs are encouraged to keep this goal in the forefront when completing this section.

Statute and regulations specify the educational partners that school districts and COEs must consult when developing the LCAP: teachers, principals, administrators, other school personnel, local bargaining units of the LEA, parents, and students. Before adopting the LCAP, school districts and COEs must share it with the Parent Advisory Committee and, if applicable, to its English Learner Parent Advisory Committee. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP.

Statute requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and students in developing the LCAP. The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals and actions.

Information and resources that support effective engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the following web page of the CDE's website: <https://www.cde.ca.gov/re/lc/>.

# Requirements and Instructions

Below is an excerpt from the 2018–19 *Guide for Annual Audits of K–12 Local Education Agencies and State Compliance Reporting*, which is provided to highlight the legal requirements for engagement of educational partners in the LCAP development process:

## **Local Control and Accountability Plan:**

For county offices of education and school districts only, verify the LEA:

- a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.
- b) If applicable, presented the local control and accountability plan to the English learner parent advisory committee, in accordance with Education Code section 52062(a)(2) or 52068(a)(2), as appropriate.
- c) Notified members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the local control and accountability plan in accordance with Education Code section 52062(a)(3) or 52068(a)(3), as appropriate.
- d) Held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1), as appropriate.
- e) Adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2), as appropriate.

**Prompt 1:** “A summary of the process used to engage educational partners and how this engagement was considered before finalizing the LCAP.”

Describe the engagement process used by the LEA to involve educational partners in the development of the LCAP, including, at a minimum, describing how the LEA met its obligation to consult with all statutorily required educational partners as applicable to the type of LEA. A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA’s philosophical approach to engaging its educational partners.

**Prompt 2:** “A summary of the feedback provided by specific educational partners.”

Describe and summarize the feedback provided by specific educational partners. A sufficient response to this prompt will indicate ideas, trends, or inputs that emerged from an analysis of the feedback received from educational partners.

**Prompt 3:** “A description of the aspects of the LCAP that were influenced by specific input from educational partners.”

A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. The response must describe aspects of the LCAP that were influenced by or developed in response to the educational partner feedback described in response to Prompt 2. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP. For the purposes of this prompt, “aspects” of an LCAP that may have been influenced by educational partner input can include, but are not necessarily limited to:

- Inclusion of a goal or decision to pursue a Focus Goal (as described below)
- Inclusion of metrics other than the statutorily required metrics
- Determination of the desired outcome on one or more metrics
- Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
- Inclusion of action(s) or a group of actions
- Elimination of action(s) or group of actions
- Changes to the level of proposed expenditures for one or more actions
- Inclusion of action(s) as contributing to increased or improved services for unduplicated students
- Determination of effectiveness of the specific actions to achieve the goal
- Determination of material differences in expenditures
- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination of challenges or successes in the implementation of actions

## Goals and Actions

### Purpose

Well-developed goals will clearly communicate to educational partners what the LEA plans to accomplish, what the LEA plans to do in order to accomplish the goal, and how the LEA will know when it has accomplished the goal. A goal statement, associated metrics and expected outcomes, and the actions included in the goal should be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to educational partners and the public why, among the various strengths and areas for improvement highlighted by performance data and strategies and actions that could be pursued, the LEA decided to pursue this goal, and the related metrics, expected outcomes, actions, and expenditures.

A well-developed goal can be focused on the performance relative to a metric or metrics for all students, a specific student group(s), narrowing performance gaps, or implementing programs or strategies expected to impact outcomes. LEAs should assess the performance of their student groups when developing goals and the related actions to achieve such goals.

# Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs should consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard in determining whether and how to prioritize its goals within the LCAP.

In order to support prioritization of goals, the LCAP template provides LEAs with the option of developing three different kinds of goals:

- **Focus Goal:** A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
- **Broad Goal:** A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- **Maintenance of Progress Goal:** A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

At a minimum, the LCAP must address all LCFF priorities and associated metrics.

## ***Focus Goal(s)***

**Goal Description:** The description provided for a Focus Goal must be specific, measurable, and time bound. An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach. The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

**Explanation of why the LEA has developed this goal:** Explain why the LEA has chosen to prioritize this goal. An explanation must be based on Dashboard data or other locally collected data. LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners. LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

## ***Broad Goal***

**Goal Description:** Describe what the LEA plans to achieve through the actions included in the goal. The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal. The goal description organizes the actions and expected outcomes in a cohesive and consistent manner. A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

**Explanation of why the LEA has developed this goal:** Explain why the LEA developed this goal and how the actions and metrics grouped together will help achieve the goal.

### ***Maintenance of Progress Goal***

**Goal Description:** Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP. Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP. The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with educational partners, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

**Explanation of why the LEA has developed this goal:** Explain how the actions will sustain the progress exemplified by the related metrics.

### ***Required Goals***

In general, LEAs have flexibility in determining what goals to include in the LCAP and what those goals will address; however, beginning with the development of the 2022–23 LCAP, LEAs that meet certain criteria are required to include a specific goal in their LCAP.

**Consistently low-performing student group(s) criteria:** An LEA is eligible for Differentiated Assistance for three or more consecutive years based on the performance of the same student group or groups in the Dashboard. A list of the LEAs required to include a goal in the LCAP based on student group performance, and the student group(s) that lead to identification, may be found on the CDE’s Local Control Funding Formula web page at <https://www.cde.ca.gov/fq/aa/lc/>.

- **Consistently low-performing student group(s) goal requirement:** An LEA meeting the consistently low-performing student group(s) criteria must include a goal in its LCAP focused on improving the performance of the student group or groups that led to the LEA’s eligibility for Differentiated Assistance. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, this student group or groups. An LEA required to address multiple student groups is not required to have a goal to address each student group; however, each student group must be specifically addressed in the goal. This requirement may not be met by combining this required goal with another goal.
- **Goal Description:** Describe the outcomes the LEA plans to achieve to address the needs of, and improve outcomes for, the student group or groups that led to the LEA’s eligibility for Differentiated Assistance.
- **Explanation of why the LEA has developed this goal:** Explain why the LEA is required to develop this goal, including identifying the student group(s) that lead to the LEA being required to develop this goal, how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the student group(s), and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes identified in the goal description.

**Low-performing school(s) criteria:** The following criteria only applies to a school district or COE with two or more schools; it does not apply to a single-school district. A school district or COE has one or more schools that, for two consecutive years, received the two lowest performance levels on all but one of the state indicators for which the school(s) receive performance levels in the Dashboard and the performance of the “All Students” student group for the LEA is at least one performance level higher in all of those indicators. A list of the LEAs required to include a goal in the LCAP based on school performance, and the school(s) that lead to identification, may be found on the CDE’s Local Control Funding Formula web page at <https://www.cde.ca.gov/fq/aa/lc/>.

- **Low-performing school(s) goal requirement:** A school district or COE meeting the low-performing school(s) criteria must include a goal in its LCAP focusing on addressing the disparities in performance between the school(s) and the LEA as a whole. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, the students enrolled at the low-performing school or schools. An LEA required to address multiple schools is not required to have a goal to address each school; however, each school must be specifically addressed in the goal. This requirement may not be met by combining this goal with another goal.
- **Goal Description:** Describe what outcomes the LEA plans to achieve to address the disparities in performance between the students enrolled at the low-performing school(s) and the students enrolled at the LEA as a whole.
- **Explanation of why the LEA has developed this goal:** Explain why the LEA is required to develop this goal, including identifying the schools(s) that lead to the LEA being required to develop this goal; how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the school(s); and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes for students enrolled at the low-performing school or schools identified in the goal description.

### ***Measuring and Reporting Results:***

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes. LEAs are encouraged to identify metrics for specific student groups, as appropriate, including expected outcomes that would reflect narrowing of any existing performance gaps.

Include in the baseline column the most recent data associated with this metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2019 Dashboard for the baseline of a metric only if that data represents the most recent available (e.g., high school graduation rate).

Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS. Because final 2020–21 outcomes on some metrics may not be computable at the time the 2021–24 LCAP is adopted (e.g., graduation rate, suspension rate), the most recent data available may include a point in time calculation taken each year on the same date for comparability purposes.

The baseline data shall remain unchanged throughout the three-year LCAP.

Complete the table as follows:

- **Metric:** Indicate how progress is being measured using a metric.
- **Baseline:** Enter the baseline when completing the LCAP for 2021–22. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 1 Outcome:** When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 2 Outcome:** When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 3 Outcome:** When completing the LCAP for 2024–25, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2024–25 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.
- **Desired Outcome for 2023–24:** When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2023–24 LCAP year.

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)
Enter information in this box when completing the LCAP for <b>2021–22</b> .	Enter information in this box when completing the LCAP for <b>2021–22</b> .	Enter information in this box when completing the LCAP for <b>2022–23</b> . Leave blank until then.	Enter information in this box when completing the LCAP for <b>2023–24</b> . Leave blank until then.	Enter information in this box when completing the LCAP for <b>2024–25</b> . Leave blank until then.	Enter information in this box when completing the LCAP for <b>2021–22</b> or when adding a new metric.

The metrics may be quantitative or qualitative; but at minimum, an LEA’s LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant self-reflection tool for local indicators within the Dashboard.

**Actions:** Enter the action number. Provide a short title for the action. This title will also appear in the action tables. Provide a description of the action. Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the summary tables. Indicate whether the action contributes to meeting the increase or improved services requirement as described in the Increased or Improved Services section using a “Y” for Yes or an “N” for No. (**Note:** for each such action offered on an LEA-wide or schoolwide basis, the LEA will need to provide additional information in the Increased or Improved Summary Section to address the requirements in *California Code of Regulations*, Title 5 [5 CCR] Section 15496(b) in the Increased or Improved Services Section of the LCAP).

**Actions for English Learners:** School districts, COEs, and charter schools that have a numerically significant English learner student subgroup must include specific actions in the LCAP related to, at a minimum, the language acquisition programs, as defined in *EC* Section 306, provided to students and professional development activities specific to English learners.

**Actions for Foster Youth:** School districts, COEs, and charter schools that have a numerically significant Foster Youth student subgroup are encouraged to include specific actions in the LCAP designed to meet needs specific to Foster Youth students.

### **Goal Analysis:**

Enter the LCAP Year.

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.

- 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.
- 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.
- Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal. 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.

- 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.

## Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

### Purpose

A well-written Increased or Improved Services section provides educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students in grades TK–12 as compared to all students in grades TK–12, as applicable, and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of educational partners to facilitate their ability to provide input. An LEA’s description in this section must align with the actions included in the Goals and Actions section as contributing.

### Requirements and Instructions

**Projected LCFF Supplemental and/or Concentration Grants:** Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of low income, foster youth, and English learner students.

**Projected Additional LCFF Concentration Grant (15 percent):** Specify the amount of additional LCFF concentration grant add-on funding, as described in *EC* Section 42238.02, that the LEA estimates it will receive in the coming year.

**Projected Percentage to Increase or Improve Services for the Coming School Year:** Specify the estimated percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 *CCR* Section 15496(a)(7).

**LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

**LCFF Carryover — Dollar:** Specify the LCFF Carryover — Dollar amount identified in the LCFF Carryover Table. If a carryover amount is not identified in the LCFF Carryover Table, specify an amount of zero (\$0).

**Total Percentage to Increase or Improve Services for the Coming School Year:** Add the Projected Percentage to Increase or Improve Services for the Coming School Year and the Proportional LCFF Required Carryover Percentage and specify the percentage. This is the LEAs percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year, as calculated pursuant to 5 CCR Section 15496(a)(7).

**Required Descriptions:**

**For each action being provided to an entire school, or across the entire school district or COE, an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.**

For each action included in the Goals and Actions section as contributing to the increased or improved services requirement for unduplicated pupils and provided on an LEA-wide or schoolwide basis, the LEA must include an explanation consistent with 5 CCR Section 15496(b). For any such actions continued into the 2021–24 LCAP from the 2017–2020 LCAP, the LEA must determine whether or not the action was effective as expected, and this determination must reflect evidence of outcome data or actual implementation to date.

**Principally Directed and Effective:** An LEA demonstrates how an action is principally directed towards and effective in meeting the LEA’s goals for unduplicated students when the LEA explains how:

- It considers the needs, conditions, or circumstances of its unduplicated pupils;
- The action, or aspect(s) of the action (including, for example, its design, content, methods, or location), is based on these considerations; and
- The action is intended to help achieve an expected measurable outcome of the associated goal.

As such, the response provided in this section may rely on a needs assessment of unduplicated students.

Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient. Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increase or improve services standard because enrolling students is not the same as serving students.

For example, if an LEA determines that low-income students have a significantly lower attendance rate than the attendance rate for all students, it might justify LEA-wide or schoolwide actions to address this area of need in the following way:

After assessing the needs, conditions, and circumstances of our low-income students, we learned that the attendance rate of our low-income students is 7 percent lower than the attendance rate for all students. (Needs, Conditions, Circumstances [Principally Directed])

In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school climate that does not emphasize the importance of attendance. Goal N, Actions X, Y, and Z provide additional transportation and nutritional resources as well as a districtwide educational campaign on the benefits of high attendance rates. (Contributing Action[s])

These actions are being provided on an LEA-wide basis and we expect/hope that all students with less than a 100 percent attendance rate will benefit. However, because of the significantly lower attendance rate of low-income students, and because the actions meet needs most associated with the chronic stresses and experiences of a socio-economically disadvantaged status, we expect that the attendance rate for our low-income students will increase significantly more than the average attendance rate of all other students. (Measurable Outcomes [Effective In])

**COEs and Charter Schools:** Describe how actions included as contributing to meeting the increased or improved services requirement on an LEA-wide basis are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above. In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

### **For School Districts Only:**

#### **Actions Provided on an LEA-Wide Basis:**

***Unduplicated Percentage > 55 percent:*** For school districts with an unduplicated pupil percentage of 55 percent or more, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above.

***Unduplicated Percentage < 55 percent:*** For school districts with an unduplicated pupil percentage of less than 55 percent, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the actions **are the most effective use of the funds** to meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

#### **Actions Provided on a Schoolwide Basis:**

School Districts must identify in the description those actions being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis.

**For schools with 40 percent or more enrollment of unduplicated pupils:** Describe how these actions are principally directed to and effective in meeting its goals for its unduplicated pupils in the state and any local priorities.

**For school districts expending funds on a schoolwide basis at a school with less than 40 percent enrollment of unduplicated pupils:** Describe how these actions are principally directed to and how the actions are the most effective use of the funds to meet its goals for foster youth, English learners, and low-income students in the state and any local priorities.

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

Consistent with the requirements of 5 CCR Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to the services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are included in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided on an LEA-wide or schoolwide basis or provided on a limited basis to unduplicated students. A limited action is an action that only serves foster youth, English learners, and/or low-income students. This description must address how these action(s) are expected to result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services the LEA provides to all students for the relevant LCAP year.

For any action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage. See the instructions for determining the Planned Percentage of Improved Services for information on calculating the Percentage of Improved Services.

**A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.**

An LEA that receives the additional concentration grant add-on described in EC Section 42238.02 is required to demonstrate how it is using these funds to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent as compared to the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is equal to or less than 55 percent. The staff who provide direct services to students must be certificated staff and/or classified staff employed by the LEA; classified staff includes custodial staff.

Provide the following descriptions, as applicable to the LEA:

An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.

Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.

An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.

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

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA. The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA. The staff-to-student ratio must be based on the number of full time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.
- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA. The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA. The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

## Action Tables

Complete the Data Entry Table for each action in the LCAP. The information entered into this table will automatically populate the other Action Tables. Information is only entered into the Data Entry Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover Table. With the exception of the Data Entry Table, the word “input” has been added to column headers to aid in identifying the column(s) where information will be entered. Information is not entered on the remaining Action tables.

The following tables are required to be included as part of the LCAP adopted by the local governing board or governing body:

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)
- Table 2: Contributing Actions Table (for the coming LCAP Year)
- Table 3: Annual Update Table (for the current LCAP Year)
- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)
- Table 5: LCFF Carryover Table (for the current LCAP Year)

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2022–23 LCAP, 2022–23 will be the coming LCAP Year and 2021–22 will be the current LCAP Year.

## Data Entry Table

The Data Entry Table may be included in the LCAP as adopted by the local governing board or governing body, but is not required to be included. In the Data Entry Table, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year:** Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant:** Provide the total amount of LCFF funding the LEA estimates it will receive for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 CCR Section 15496(a)(8).

See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF apportionment calculations.

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will receive on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 CCR Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.

- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover — Percentage. This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.
- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action’s number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering “All,” or by entering a specific student group or groups.
- **Contributing to Increased or Improved Services?:** Type “Yes” if the action **is** included as contributing to meeting the increased or improved services; OR, type “No” if the action is **not** included as contributing to meeting the increased or improved services.
- If “Yes” is entered into the Contributing column, then complete the following columns:
  - **Scope:** The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
  - **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
  - **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate “All Schools.” If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans.” Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.

- **Time Span:** Enter “ongoing” if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter “1 Year,” or “2 Years,” or “6 Months.”
- **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel:** This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.
- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA’s total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
  - **Note:** For an action to contribute towards meeting the increased or improved services requirement it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.
  - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which the LEA estimates would cost \$165,000.



Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of \$165,000 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Service for the action.

## Contributing Actions Table

As noted above, information will not be entered in the Contributing Actions Table; however, the 'Contributing to Increased or Improved Services?' column will need to be checked to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses.

## Annual Update Table

In the Annual Update Table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Estimated Actual Expenditures:** Enter the total estimated actual expenditures to implement this action, if any.

## Contributing Actions Annual Update Table

In the Contributing Actions Annual Update Table, check the 'Contributing to Increased or Improved Services?' column to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses. Provide the following information for each contributing action in the LCAP for the relevant LCAP year:

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.
- **Estimated Actual Expenditures for Contributing Actions:** Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.
- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).

- Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been \$169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of \$169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

## LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant:** Provide the total amount of LCFF funding the LEA estimates it will receive for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 CCR Section 15496(a)(8).
- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 CCR Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

## Calculations in the Action Tables

To reduce the duplication of effort of LEAs, the Action Tables include functionality such as pre-population of fields and cells based on the information provided in the Data Entry Table, the Annual Update Summary Table, and the Contributing Actions Table. For transparency, the functionality and calculations used are provided below.

### ***Contributing Actions Table***

- 4. Total Planned Contributing Expenditures (LCFF Funds)
  - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column
- 5. Total Planned Percentage of Improved Services
  - This percentage is the total of the Planned Percentage of Improved Services column
- Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)

- This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

### ***Contributing Actions Annual Update Table***

Pursuant to *EC* Section 42238.07(c)(2), if the Total Planned Contributing Expenditures (4) is less than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the LEA is required to calculate the difference between the Total Planned Percentage of Improved Services (5) and the Total Estimated Actual Percentage of Improved Services (7). If the Total Planned Contributing Expenditures (4) is equal to or greater than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the Difference Between Planned and Estimated Actual Percentage of Improved Services will display “Not Required.”

- 6. Estimated Actual LCFF Supplemental and Concentration Grants
  - This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.
- 4. Total Planned Contributing Expenditures (LCFF Funds)
  - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)
- 7. Total Estimated Actual Expenditures for Contributing Actions
  - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds)
- Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)
  - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4)
- 5. Total Planned Percentage of Improved Services (%)
  - This amount is the total of the Planned Percentage of Improved Services column
- 8. Total Estimated Actual Percentage of Improved Services (%)
  - This amount is the total of the Estimated Actual Percentage of Improved Services column
- Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)

- This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8)

### ***LCFF Carryover Table***

- 10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)
  - This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.
- 11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)
  - This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).
- 12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)
  - If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.  
  
The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.
- 13. LCFF Carryover — Percentage (12 divided by 9)
  - This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

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