

LCFF Budget Overview for Parents

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

CDS Code: 19648160000000

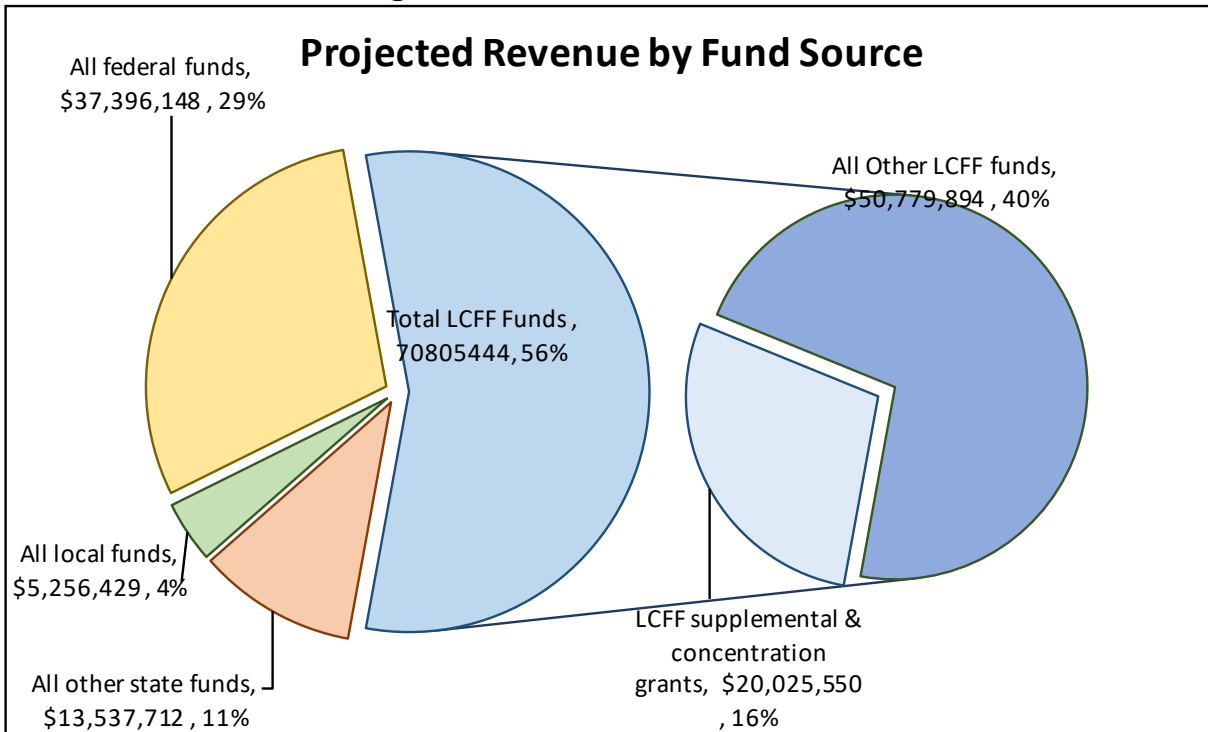
School Year: 2021 – 22

LEA contact information: Raymond Andry

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 2021 – 22 School Year

Projected Revenue by Fund Source

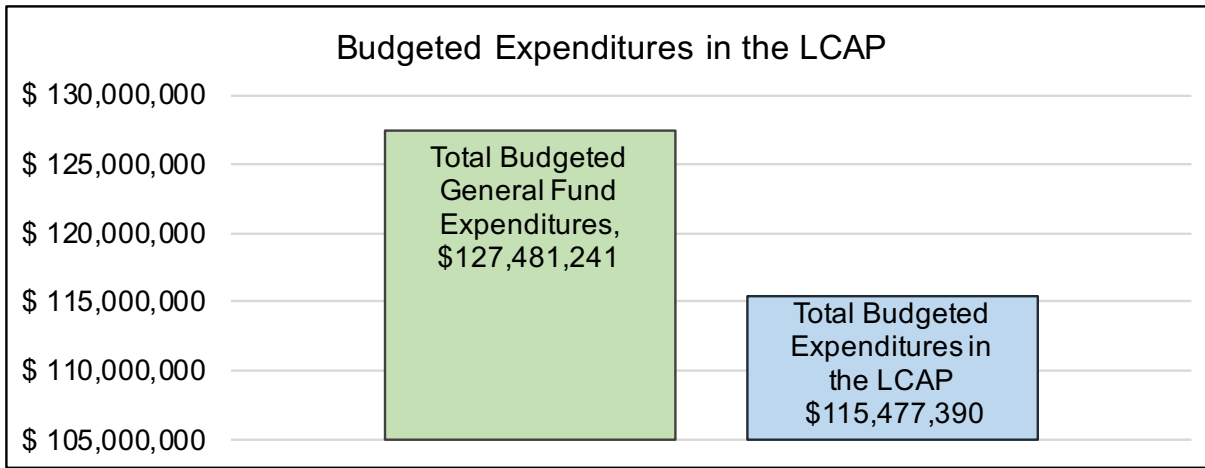


This chart shows the total general purpose revenue Mountain View School District expects to receive in the coming year from all sources.

The total revenue projected for Mountain View School District is \$126,995,733.00, of which \$70,805,444.00 is Local Control Funding Formula (LCFF), \$13,537,712.00 is other state funds, \$5,256,429.00 is local funds, and \$37,396,148.00 is federal funds. Of the \$70,805,444.00 in LCFF Funds, \$20,025,550.00 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 2021 – 22. It shows how much of the total is tied to planned actions and services in the LCAP.

Mountain View School District plans to spend \$127,481,241.00 for the 2021 – 22 school year. Of that amount, \$115,477,390.00 is tied to actions/services in the LCAP and \$12,003,851.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

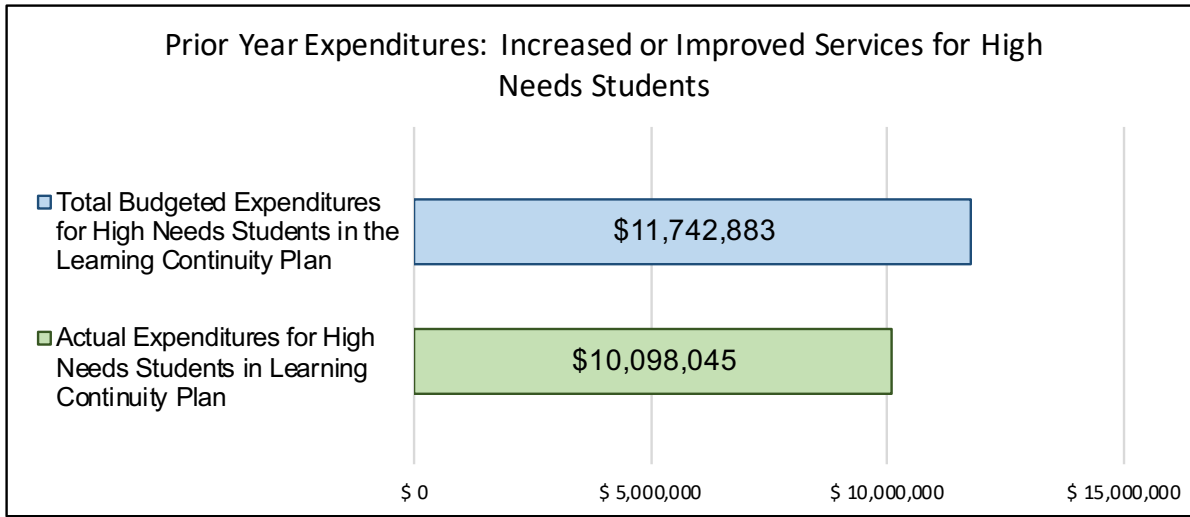
General Fund Budget Expenditures not included in the LCAP are any expenses not directly tied to instruction or instructional/school support, such as: Maintenance and Physical Plant, Business Services, Personnel Services, Warehouse, Technology Services, the Board of Education and the Superintendent's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

Increased or Improved Services for High Needs Students in the LCAP for the 2021 – 22 School Year

In 2021 – 22, Mountain View School District is projecting it will receive \$20,025,550.00 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 \$25,225,138.00 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 2020 – 21



This chart compares what Mountain View School District budgeted last year in the Learning Continuity Plan 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.

In 2020 – 21, Mountain View School District's Learning Continuity Plan budgeted \$11,742,883.00 for planned actions to increase or improve services for high needs students. Mountain View School District actually spent \$10,098,045.00 for actions to increase or improve services for high needs students in 2020 – 21. The difference between the budgeted and actual expenditures of \$1,644,838.00 had the following impact on Mountain View School District's ability to increase or improve services for high needs students:

The substantive differences in planned actions and services were primarily due to being responsive to conditions as they presented themselves during the pandemic through community need surveys and assessment data. Services that were not offered during this school year were determined not to be in the best interest of unduplicated students as the nature of distance/virtual learning unfolded throughout the year or are not planned for future years as the LCFF S&C funds planned for unduplicated students have been committed to continue supporting their needs. Moreover, all of the actions and services contributing towards providing the required increased or improved services for unduplicated students were met.

Annual Update for the 2019-20 Local Control and Accountability Plan Year

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Mountain View Elementary	Raymond Andry Assistant Superintendent of Educational Services	randry@mtviewschools.net (626) 652-4000 4961

Annual Update

The following is the local educational agency's (LEA's) analysis of its goals, measurable outcomes and actions and services from the 2019-20 Local Control and Accountability Plan(LCAP).

Goal 1

I: Academic Success for All Students

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.

State and/or Local Priorities Addressed by this goal:

State Priorities: 1. Basic; 2. Implementation of State Standards; 4. Pupil achievement; 5. Pupil engagement; 6. School climate; 7. Course access; 8. Other pupil outcomes
Local Priorities:

Annual Measurable Outcomes

	Expected	Actual
CAASPP ELA: Percentage of students that meet/exceed standard.	2019-20 39% All Students (Spring 2019) 18% English Learners 38% Low Income	CAASPP Not administered during the 2019-2020 school year due to school closure as a result of COVID-19. <u>2018-2019 CAASPP</u> 51.10% All Students 12.81% English Learners 39.19% Low-Income

<p>Diagnostic Online Reading Assessment (DORA)</p>	<p>2019-20 Year end achievement Emergent Students(Spring 2020) 14% vocabulary 36% comprehension</p>	<p>Year-end achievement Emergent Students (Spring 2020) 14% vocabulary (MET) 30.4% comprehension (MET)</p> <p>Decreasing the number of Emergent scoring students demonstrates increased achievement.</p>
<p>CAASPP Math: Percentage of students that meet/exceed standard.</p>	<p>2019-20 27 % All Students (Spring 2019) 15% English Learners 26% Low Income</p>	<p>CAASPP</p> <p>Not administered during the 2019-2020 school year due to school closure as a result of COVID-19.</p> <p><u>2018-2019 CAASPP</u> 39.73% All Students 12.58% English Learners 27.48% Low-Income</p>
<p>Teacher Credentialing</p>	<p>2019-20 100% Classroom teachers appropriately assigned and fully credentialed</p>	<p>100% Classroom teachers appropriately assigned and fully credentialed (MET)</p>
<p>Standards Aligned Instructional Materials (Williams)</p>	<p>2019-20 100% Students had access to standards aligned instructional materials.</p>	<p>100% Students had access to standards aligned instructional materials. (MET)</p>

Actions / Services

Action 1

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>Base Level of Staffing:</p> <ul style="list-style-type: none"> • 2015-2016 = 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. 	<p>\$17,557,356 - LCFF - 1000-1999 Certificated Salaries - Classroom Teachers</p> <p>\$4,674,325 - LCFF - 3000-3999 Employee Benefits - Classroom Teachers</p> <p>\$11,474,949 - Other State Revenues - 1000-1999 Certificated Salaries - Classroom Teachers: Special Education, Education Protection Account</p> <p>\$3,038,108 - Other State Revenues - 3000-3999 Employee Benefits - Classroom Teachers: Special Education and Education Protection Account</p> <p>\$60,616 - Federal Revenues - Title I - 1000-1999 Certificated Salaries - Classroom Teachers: Title I</p> <p>\$15,223 - Federal Revenues - Title I - 3000-3999 Employee Benefits - Classroom Teachers: Title I</p> <p>\$409,607 - Federal Revenues - Title II - 3000-3999 Employee Benefits - Classroom Teachers: Title II</p> <p>\$106,714 - Federal Revenues - Title II - 3000-3999 Employee Benefits - Classroom Teachers: Title II</p> <p>\$3,389,124 - LCFF - 1000-1999 Certificated Salaries - Administrator Salaries</p> <p>\$834,369 - LCFF - 3000-3999 Employee Benefits - Administrator Benefits</p> <p>Includes multiple funding sources: Title I, Title III, ASES, Special Education</p> <p>\$0 - Federal Revenues - Title I - 1000-1999 Certificated Salaries - Administrator Salaries</p> <p>\$242,885 - Federal Revenues - Title I - 3000-3999 Employee Benefits -</p>	<p>\$17,906,971 - LCFF - 1000-1999 Certificated Salaries - Classroom Teachers</p> <p>\$5,589,354 - LCFF - 3000-3999 Employee Benefits - Classroom Teachers</p> <p>\$8,862,523 - Other State Revenues - 1000-1999 Certificated Salaries - Classroom Teachers: Special Education, Education Protection Account</p> <p>\$3,202,470 - Other State Revenues - 3000-3999 Employee Benefits - Classroom Teachers: Special Education and Education Protection Account</p> <p>\$162,965 - Federal Revenues - Title I - 1000-1999 Certificated Salaries - Classroom Teachers: Title I</p> <p>\$37,506 - Federal Revenues - Title I - 3000-3999 Employee Benefits - Classroom Teachers: Title I</p> <p>\$315,753 - Federal Revenues - Title II - 1000-1999 Certificated Salaries - Classroom Teachers: Title II</p> <p>\$101,476 - Federal Revenues - Title II - 3000-3999 Employee Benefits - Classroom Teachers: Title II</p> <p>\$3,382,675 - LCFF - 1000-1999 Certificated Salaries - Administrator Salaries</p> <p>\$905,535 - LCFF - 3000-3999 Employee Benefits - Administrator Benefits</p> <p>Includes multiple funding sources</p> <p>\$57,815 - Federal Revenues - Title I - 1000-1999 Certificated Salaries - Administrator Salaries</p> <p>\$14,731 - Federal Revenues - Title I - 3000-3999 Employee Benefits - Administrator Salaries</p>

	Administrator Salaries \$10,310 - After School Education & Safety - 1000-1999 Certificated Salaries - Administrator Salaries \$0 - After School Education & Safety - 3000-3999 Employee Benefits \$123,722 - Other State Revenues - 1000-1999 Certificated Salaries - Administrator Salaries \$0 - Other State Revenues - 3000-3999 Employee Benefits - Administrator Salaries	\$7,950 - After School Education & Safety - 1000-1999 Certificated Salaries - Administrator Salaries \$2,445 - After School Education & Safety - 3000-3999 Employee Benefits - Administrator Salaries \$107,350 - Other State Revenues - 1000-1999 Certificated Salaries - Administrator Salaries \$26,608 - Other State Revenues - 3000-3999 Employee Benefits - Administrator Salaries
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Action 2

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: Specific Grade Spans: Preschool Programs</p> <p>Early Childhood Education and Early Literacy:</p> <ul style="list-style-type: none"> • Home-based program ages 0 to 3, materials, extra-duty • Family learning time, such as end-of-unit celebrations, family reading, family member-and-me classes • Pre-K Family Education classes 	\$46,563 - LCFF - 2000-2999 Classified Salaries - Preschool 0-3 Office Manager \$20,695 - LCFF - 3000-3999 Employee Benefits - Preschool 0-3 Office Manager \$81,900 - LCFF - 1000-1999 Certificated Salaries - 6.5 Hour 10-month Preschool 0-3 Teacher (2) \$32,757 - LCFF - 3000-3999 Employee Benefits - 6.5 Hour 10-month Preschool 0-3 Teacher (1) \$1,000 - LCFF - 1000-1999 Certificated Salaries - Certificated Extra-Duty and Release Time \$294 - LCFF - 3000-3999 Employee Benefits - Extra-Duty and Release Time \$10,000 - LCFF - 4000-4999 Books and Supplies - Supplies and Materials to support implementation of Early Childhood Education and Early Literacy Programs \$1,452,905 - Other Federal Funds - 1000-1999 Certificated Salaries - Head Start Teachers \$460,807 - Other Federal Funds - 3000-3999 Employee Benefits - Head Start Teachers \$376,214 - Other State Revenues - 1000-1999 Certificated Salaries -	\$0 - LCFF - 2000-2999 Classified Salaries - Preschool 0-3 Office Manager \$0 - LCFF - 3000-3999 Employee Benefits - Preschool 0-3 Office Manager \$74,997 - LCFF - 1000-1999 Certificated Salaries - 6.5 Hour 10-month Preschool 0-3 Teacher (2) \$32,685 - LCFF - 3000-3999 Employee Benefits - 6.5 Hour 10-month Preschool 0-3 Teacher (1) \$0 - LCFF - 1000-1999 Certificated Salaries - Certificated Extra-Duty and Release Time \$0 - LCFF - 3000-3999 Employee Benefits - Extra-Duty and Release Time \$12,355 - LCFF - 4000-4999 Books and Supplies - Supplies and Materials to support implementation of Early Childhood Education and Early Literacy Programs \$1,618,937 - Other Federal Funds - 1000-1999 Certificated Salaries - Head Start Teachers \$590,631 - Other Federal Funds - 3000-3999 Employee Benefits - Head Start Teachers \$362,401 - Other State Revenues - 1000-1999 Certificated Salaries -

Children Center Teachers
 \$108,771 - Other State Revenues -
 3000-3999 Employee Benefits - Children
 Center Teachers
 \$363,124 - Other Federal Funds -
 1000-1999 Certificated Salaries - Head
 Start Coordinator and Director
 \$83,087 - Other Federal Funds -
 3000-3999 Employee Benefits - Head
 Start Coordinator and Director
 \$90,258 - Other Federal Funds -
 1000-1999 Certificated Salaries - Head
 Start Psychologist
 \$21,031 - Other Federal Funds -
 3000-3999 Employee Benefits - Head
 Start Psychologist
 \$22,260 - Other State Revenues -
 1000-1999 Certificated Salaries - Head
 Start Psychologist
 \$4,453 - Other State Revenues -
 3000-3999 Employee Benefits - Head
 Start Psychologist
 \$66,328 - Other Federal Funds -
 1000-1999 Certificated Salaries - Head
 Start Certificated Extra Duty
 \$13,277 - Other Federal Funds -
 3000-3999 Employee Benefits - Head
 Start Certificated Extra Duty
 \$33,033 - Other State Revenues -
 1000-1999 Certificated Salaries -
 Children Center Extra Duty
 \$6,613 - Other State Revenues -
 3000-3999 Employee Benefits - Children
 Center Extra Duty
 \$47,205 - Other Federal Funds -
 2000-2999 Classified Salaries - Head
 Start Classified Extra Duty
 \$13,323 - Other Federal Funds -
 3000-3999 Employee Benefits - Head
 Start Classified Extra Duty
 \$16,483 - Other State Revenues -
 2000-2999 Classified Salaries - Children
 Center Classified Extra Duty
 \$3,642 - Other State Revenues -
 3000-3999 Employee Benefits - Children
 Center Classified Extra Duty

Children Center Teachers
 \$120,079 - Other State Revenues -
 3000-3999 Employee Benefits - Children
 Center Teachers
 \$285,735 - Other Federal Funds -
 1000-1999 Certificated Salaries - Head
 Start Coordinator and Director
 \$80,367 - Other Federal Funds - Head
 Start Coordinator and Director
 \$83,531 - Other Federal Funds -
 1000-1999 Certificated Salaries - Head
 Start Psychologist
 \$26,449 - Other Federal Funds -
 3000-3999 Employee Benefits - Head
 Start Psychologist
 \$0 - Other State Revenues - 1000-1999
 Certificated Salaries - Head Start
 Psychologist
 \$0 - Other State Revenues - 3000-3999
 Employee Benefits - Head Start
 Psychologist
 \$20,997 - Other Federal Funds -
 1000-1999 Certificated Salaries - Head
 Start Certificated Extra Duty
 \$4,784 - Other Federal Funds -
 3000-3999 Employee Benefits - Head
 Start Certificated Extra Duty
 \$5,948 - Other State Revenues -
 1000-1999 Certificated Salaries -
 Children Center Extra Duty
 \$1,355 - Other State Revenues -
 3000-3999 Employee Benefits - Children
 Center Extra Duty
 \$28,575 - Other Federal Funds -
 2000-2999 Classified Salaries - Head
 Start Classified Extra Duty
 \$9,032 - Other Federal Funds -
 3000-3999 Employee Benefits - Head
 Start Classified Extra Duty
 \$5,216 - Other State Revenues -
 2000-2999 Classified Salaries - Children
 Center Classified Extra Duty
 \$1,649 - Other State Revenues -
 3000-3999 Employee Benefits - Children
 Center Classified Extra Duty
 \$39,770 - Other State Revenues -

	\$13,434 - Other State Revenues - 4000-4999 Books and Supplies - Children Center Supplies \$14,630 - Other State Revenues - 5000-5999 Services and Other Operating Expenses - Children Center Contracted Services \$392,266 - Other Federal Funds - 4000-4999 Books and Supplies - Head Start Materials and Supplies \$142,853 - Other Federal Funds - 5000-5999 Services and Other Operating Expenses - Head Start Contracted Services	4000-4999 Books and Supplies - Children Center Supplies \$15,299 - Other State Revenues - 5000-5999 Services and Other Operating Expenses - Children Center Contracted Services \$408,193 - Other Federal Funds - 4000-4999 Books and Supplies - Head Start Materials and Supplies \$354,558 - Other Federal Funds - 5000-5999 Services and Other Operating Expenses - Head Start Contracted Services
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Action 3

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>Early Literacy, Professional Development and Collaborative Planning:</p> <ul style="list-style-type: none"> • SEAL Early Literacy Professional Development, Pre-K to Grade 3. • Single subject physical education teachers provide instruction to students in a grade level and release for teacher collaboration and curriculum planning. • Clerical support staff. • Follow-up TOSA support for professional development in ELA/ELD, mathematics, SEAL early literary, and Common Core standards implementation. • TOSA support includes in-class demonstrations, data reflections, additional training, curriculum committees, supplemental materials. 	<p>\$70,000 - LCFF - 1000-1999 Certificated Salaries - SEAL Professional Development - Release and Extra Duty</p> <p>\$15,173 - LCFF - 3000-3999 Employee Benefits - SEAL Professional Development - Release and Extra Duty</p> <p>\$50,000 - LCFF - 4000-4999 Books and Supplies - SEAL Implementations Materials</p> <p>\$0 - Other State Revenues - 5000-5999 Services and Other Operating Expenses - SEAL Contracted Services</p> <p>\$210,789 - LCFF - 1000-1999 Certificated Salaries - Teachers On Special Assignment to support professional development - 2 positions</p> <p>\$60,695 - LCFF - 3000-3999 Employee Benefits - Teachers On Special Assignment to support professional development - 2 positions</p> <p>\$0 - LCFF - 1000-1999 Certificated Salaries - Summer Collaboration and Professional Development Pre-8th grades</p> <p>\$0 - LCFF - 3000-3999 Employee Benefits - Summer Collaboration and</p>	<p>\$38,141 - LCFF - 1000-1999 Certificated Salaries - SEAL Professional Development - Release and Extra Duty</p> <p>\$8,882 - LCFF - 3000-3999 Employee Benefits - SEAL Professional Development - Release and Extra Duty</p> <p>\$22,544 - LCFF - 4000-4999 Books and Supplies - SEAL Implementations Materials</p> <p>\$0 - Other State Revenues - 5000-5999 Services and Other Operating Expenses - SEAL Contracted Services</p> <p>\$140,292 - LCFF - 1000-1999 Certificated Salaries - Teachers On Special Assignment to support professional development - 2 positions</p> <p>\$62,564 - LCFF - 2000-2999 Classified Salaries - Teachers On Special Assignment to support professional development - 2 positions</p> <p>\$0 - LCFF - 1000-1999 Certificated Salaries - Summer Collaboration and Professional Development Pre-8th grades</p> <p>\$0 - LCFF - 3000-3999 Employee Benefits - Summer Collaboration and</p>

	Professional Development Pre-8th grades \$30,000 - LCFF - 1000-1999 Certificated Salaries - Middle/Intermediate Release and Extra Duty \$6,503 - LCFF - 3000-3999 Employee Benefits - Middle/Intermediate Release and Extra Duty \$15,000 - LCFF - 4000-4999 Books and Supplies - Supplemental Instructional Materials \$51,096 - LCFF - 2000-2999 Classified Salaries - Secretary II - Director of Curriculum and Instruction \$22,954 - LCFF - 3000-3999 Employee Benefits - Secretary II - Director of Curriculum and Instruction \$791,156 - LCFF - 1000-1999 Certificated Salaries - Elem P.E. 10 Positions \$246,511 - LCFF - 3000-3999 Employee Benefits - Elem P.E. 10 Positions \$40,000 - LCFF - 2000-2999 Classified Salaries - P.E. Program Additional Campus Monitor Support \$9,351 - LCFF - 3000-3999 Employee Benefits - P.E. Program Additional Campus Monitor Support \$325,103 - Federal Revenues - Title I - 5000-5999 Services and Other Operating Expenses - Staff Development	Professional Development Pre-8th grades \$11,238 - LCFF - 1000-1999 Certificated Salaries - Middle/Intermediate Release and Extra Duty \$2,617 - LCFF - 3000-3999 Employee Benefits - Middle/Intermediate Release and Extra Duty \$16,920 - LCFF - 4000-4999 Books and Supplies - Supplemental Instructional Materials \$54,048 - LCFF - 2000-2999 Classified Salaries - Secretary II - Director of Curriculum and Instruction \$19,720 - LCFF - 3000-3999 Employee Benefits - Secretary II - Director of Curriculum and Instruction \$1,314,582 - LCFF - 1000-1999 Certificated Salaries - Elem P.E. 10 Positions \$424,653 - LCFF - 3000-3999 Employee Benefits - Elem P.E. 10 Positions \$22,921 - LCFF - 2000-2999 Classified Salaries - P.E. Program Additional Campus Monitor Support \$3,394 - LCFF - 3000-3999 Employee Benefits - P.E. Program Additional Campus Monitor Support \$8,233 - Federal Revenues - Title I - 5000-5999 Services and Other Operating Expenses - Staff Development
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Action 4

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
For Actions/Services included as contributing to meeting Increased or Improved Services Requirement Students to be Served: English Learners, Low Income Scope of Service: LEA-wide Location: All Schools	\$40,000 - LCFF - 1000-1999 Certificated Salaries - Professional development extra-duty and release \$8,671 - LCFF - 3000-3999 Employee Benefits - Professional development conferences, extra-duty and release \$10,000 - LCFF - 4000-4999 Books and Supplies - Supplemental materials and supplies for standards alignment and	\$11,817 - LCFF - 1000-1999 Certificated Salaries - Professional development extra-duty and release \$2,260 - LCFF - Professional development conferences, extra-duty and release \$44 - LCFF - 4000-4999 Books and Supplies - Supplemental materials and supplies for standards alignment and

English Language Arts and Content Area Standards Implementation through Research-Based Strategies

- Enhance Units of Instruction to align supplemental materials and strategies to focus standards to support in literacy and writing in grades 4th - 8th, aligned to targeted strategies.
- Professional Development sessions to align strategies and curricular practices to standards in the content areas.
- Supplemental Instructional Materials to support early literacy in primary grades.
- Develop formative assessments and strategies to support both designated and integrated ELD.
- Online assessment, intervention, and analysis platforms

implementation
 \$30,000 - LCFF - 5000-5999 Services and Other Operating Expenses - Contracted services and conferences
 \$606,516 - LCFF - 1000-1999 Certificated Salaries - Professional Development Sessions
 \$131,469 - LCFF - 3000-3999 Employee Benefits - Professional Development Sessions
 \$66,000 - LCFF - 5000-5999 Services and Other Operating Expenses - School City and data analytics software

implementation
 \$24,000 - LCFF - 5000-5999 Services and Other Operating Expenses - Contracted services and conferences
 \$0 - LCFF - 1000-1999 Certificated Salaries - Professional Development Sessions
 \$0 - LCFF - 3000-3999 Employee Benefits - Professional Development Sessions
 \$46,643 - LCFF - 5000-5999 Services and Other Operating Expenses - School City and data analytics software

Action 5

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>Library Services and Library Materials:</p> <ul style="list-style-type: none"> • Library upgrades to collections, technology, and equipment • Summer library program supplies and materials 	<p>\$6,000 - LCFF - 4000-4999 Books and Supplies - Library Program Implementation - Summer and Extended \$44,000 - LCFF - 4000-4999 Books and Supplies - Library Upgrades - Site Collections, Classroom Collections, Environment Upgrades and Technology \$20,000 - LCFF - 5000-5999 Services and Other Operating Expenses - Library and Media Software</p>	<p>\$0 - LCFF - 4000-4999 Books and Supplies - Library Program Implementation - Summer and Extended \$17,514 - LCFF - 4000-4999 Books and Supplies - Library Upgrades - Site Collections, Classroom Collections, Environment Upgrades and Technology \$17,928 - LCFF - 5000-5999 Services and Other Operating Expenses - Library and Media Software</p>

Action 6

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p>	<p>\$25,000 - LCFF - 5000-5999 Services and Other Operating Expenses - Science - Consultant Professional Development</p>	<p>\$24,519 - LCFF - 5000-5999 Services and Other Operating Expenses - Science - Consultant Professional Development</p>

<p>Students to be Served: English Learners, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools, Specific Grade Spans: Grades 4th through 8th</p> <p>STEAM - Science</p> <ul style="list-style-type: none"> • Support for the Next Generation Science Standards through upgraded labs and materials in the elementary and middle schools. • Professional development to assist with the implementation of Next Generation Science Standards, including supplemental strategies to support students in mastering new methods of instruction. • Development of Units of Study to support the implementation of Next Generation Science Standards in grades 4 through 8. 	<p>WestEd</p> <p>\$10,000 - LCFF - 1000-1999 Certificated Salaries - Science - Professional Development Extra Duty, Release and Summer</p> <p>\$2,168 - LCFF - 3000-3999 Employee Benefits - Science - Professional Development Extra Duty, Release and Summer</p> <p>\$0 - LCFF - 4000-4999 Books and Supplies - Science - School Materials and Supplies to Support NGSS Units of Study</p>	<p>WestEd</p> <p>\$11,572 - LCFF - 1000-1999 Certificated Salaries - Science - Professional Development Extra Duty, Release and Summer</p> <p>\$2,266 - LCFF - 3000-3999 Employee Benefits - Science - Professional Development Extra Duty, Release and Summer</p> <p>\$8,437 - LCFF - 4000-4999 Books and Supplies - Science - School Materials and Supplies to Support NGSS Units of Study</p>
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Action 7

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>STEAM- Technology</p> <ul style="list-style-type: none"> • Enhanced support for instructional technology, 1:1 Student Device Initiative • Hardware and Devices • Ongoing device replacement, obsolete devices • Additional staffing to support implementation of instructional technology • Extra hours for certificated Lead Technology Teachers and site technology techs 	<p>\$140,000 - LCFF - 4000-4999 Books and Supplies - Technology - Student 1:1 Device Replacement</p> <p>\$150,000 - LCFF - 4000-4999 Books and Supplies - Technology - Teacher, Staff and Technology Lead Devices</p> <p>\$30,000 - LCFF - 1000-1999 Certificated Salaries - Technology - Extra-Duty and release time for collaboration and planning</p> <p>\$6,503 - LCFF - 3000-3999 Employee Benefits - Technology - Extra-Duty and release time for collaboration and planning</p> <p>\$97,989 - LCFF - 1000-1999 Certificated Salaries - Technology - Teacher On Special Assignment for technology integration and professional development</p> <p>\$28,742 - LCFF - 3000-3999 Employee Benefits - Technology - Teacher On</p>	<p>\$169,470 - LCFF - 4000-4999 Books and Supplies - Technology - Student 1:1 Device Replacement</p> <p>\$74,082 - LCFF - 4000-4999 Books and Supplies - Technology - Teacher, Staff and Technology Lead Devices</p> <p>\$2,940 - LCFF - 1000-1999 Certificated Salaries - Technology - Extra-Duty and release time for collaboration and planning</p> <p>\$678 - LCFF - 3000-3999 Employee Benefits - Technology - Extra-Duty and release time for collaboration and planning</p> <p>\$100,711 - LCFF - 1000-1999 Certificated Salaries - Technology - Teacher On Special Assignment for technology integration and professional development</p> <p>\$25,865 - LCFF - 3000-3999 Employee Benefits - Technology - Teacher On</p>

Special Assignment for technology integration and professional development

Special Assignment for technology integration and professional development

Action 8

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: Specific Schools: Kranz Intermediate, Madrid Middle School, and Monte Vista School; Specific Grade Spans: Grades 7th - 8th</p> <p>Engineering</p> <ul style="list-style-type: none"> • Engineering programs at the middle grades 	<p>\$5,000 - LCFF - 4000-4999 Books and Supplies - Engineering - Supplies, materials and hardware for middle school programs</p> <p>\$6,000 - LCFF - 5000-5999 Services and Other Operating Expenses - Engineering - Contracts and annual memberships for STEAM programs SEA Perch/PLTW</p> <p>\$12,000 - LCFF - 5000-5999 Services and Other Operating Expenses - Professional Development Conferences and Workshops</p> <p>\$110,783 - LCFF - 5000-5999 Services and Other Operating Expenses - District STEAM Programs</p>	<p>\$0 - LCFF - 4000-4999 Books and Supplies - Engineering - Supplies, materials and hardware for middle school programs</p> <p>\$0 - LCFF - 5000-5999 Services and Other Operating Expenses - Engineering - Contracts and annual memberships for STEAM programs SEA Perch/PLTW</p> <p>\$3,610 - LCFF - 5000-5999 Services and Other Operating Expenses - Professional Development Conferences and Workshops</p> <p>\$0 - LCFF - 5000-5999 Services and Other Operating Expenses - District STEAM Programs</p>

Action 9

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>Visual and Performing Arts Integration</p> <ul style="list-style-type: none"> • Artist In-Residents program for elementary grades • Enhanced middle school and elementary music programs • Puppetry programs 	<p>\$4,240 - LCFF - 1000-1999 Certificated Salaries - Music - Middle School extra-duty and release</p> <p>\$760 - LCFF - 3000-3999 Employee Benefits - Music - Middle School extra-duty and release</p> <p>\$20,000 - LCFF - 5000-5999 Services and Other Operating Expenses - Music - Middle School transportation</p> <p>\$45,000 - LCFF - 4000-4999 Books and Supplies - Music - Elementary and middle school programs</p> <p>\$375,000 - LCFF - 5000-5999 Services and Other Operating Expenses - VAPA - Contracted services for elementary</p>	<p>\$0 - LCFF - 1000-1999 Certificated Salaries - Music - Middle School extra-duty and release</p> <p>\$0 - LCFF - 3000-3999 Employee Benefits - Music - Middle School extra-duty and release</p> <p>\$0 - LCFF - 4000-4999 Books and Supplies - Music - Middle School transportation</p> <p>\$14,422 - LCFF - 4000-4999 Books and Supplies - Music - Elementary and middle school programs</p> <p>\$291,205 - LCFF - 5000-5999 Services and Other Operating Expenses - VAPA - Contracted services for elementary</p>

<ul style="list-style-type: none"> • Visual arts programs • Performing arts programs • Visual and Performing Arts Coordination Assistant • STEAM Integration 	<p>programs \$30,000 - LCFF - 4000-4999 Books and Supplies - VAPA - supplies and materials \$40,000 - LCFF - 4000-4999 Books and Supplies - Elementary STEAM Labs - LEGO Coding \$10,000 - LCFF - 5000-5999 Services and Other Operating Expenses - Professional Development STEAM Arts Integration \$20,000 - LCFF - 1000-1999 Certificated Salaries - Professional development and extra-duty VAPA Unit Development \$5,826 - LCFF - 3000-3999 Employee Benefits - Professional development and extra-duty \$202,897 - LCFF - 1000-1999 Certificated Salaries - Elementary and Upper Grade Music Teachers \$58,984 - LCFF - 3000-3999 Employee Benefits - Elementary and Upper Grade Music Teachers \$202,896 - LCFF - 1000-1999 Certificated Salaries - Multimedia and Arts Classes \$58,659 - LCFF - 3000-3999 Employee Benefits - Multimedia and Arts Classes</p>	<p>programs \$9,438 - LCFF - 4000-4999 Books and Supplies - VAPA - supplies and materials \$0 - LCFF - 4000-4999 Books and Supplies - Elementary STEAM Labs - LEGO Coding \$0 - LCFF - 5000-5999 Services and Other Operating Expenses - Professional Development STEAM Arts Integration \$0 - LCFF - 1000-1999 Certificated Salaries - Professional development and extra-duty VAPA Unit Development \$0 - LCFF - 3000-3999 Employee Benefits - Professional development and extra-duty \$208,222 - LCFF - 1000-1999 Certificated Salaries - Elementary and Upper Grade Music Teachers \$70,534 - LCFF - 3000-3999 Employee Benefits - Elementary and Upper Grade Music Teachers \$55,556 - LCFF - 1000-1999 Certificated Salaries - Multimedia and Arts Classes \$17,893 - LCFF - 3000-3999 Employee Benefits - Multimedia and Arts Classes</p>
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Action 10

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>Mathematics</p> <ul style="list-style-type: none"> • Professional Development and training materials, including supplemental strategies and instructional practices to address learning gaps in mathematics 	<p>\$75,000 - LCFF - 5000-5999 Services and Other Operating Expenses - Mathematics - contracted services including CGI, publisher, and LACOE services \$0 - LCFF - 4000-4999 Books and Supplies - Mathematics - math fluency initiative and intervention \$48,000 - LCFF - 5000-5999 Services and Other Operating Expenses - Mathematics - Diagnostic aligned Intervention Program \$40,000 - LCFF - 1000-1999 Certificated</p>	<p>\$63,450 - LCFF - 5000-5999 Services and Other Operating Expenses - Mathematics - contracted services including CGI, publisher, and LACOE services \$21,450 - LCFF - 4000-4999 Books and Supplies - Mathematics - math fluency initiative and intervention \$36,988 - LCFF - 5000-5999 Services and Other Operating Expenses - Mathematics - Diagnostic aligned Intervention Program \$28,981 - LCFF - 1000-1999 Certificated</p>

<ul style="list-style-type: none"> District focus on fluency and diagnostic assessment resources to identify areas of student need and intervention 	Salaries - Professional Development Extra-Duty and Release \$8,671 - LCFF - 3000-3999 Employee Benefits - Professional Development Extra-Duty and Release \$606,516 - LCFF - 1000-1999 Certificated Salaries - Professional Development Sessions \$131,468 - LCFF - 3000-3999 Employee Benefits - Professional Development Sessions	Salaries - Professional Development Extra-Duty and Release \$5,591 - LCFF - 3000-3999 Employee Benefits - Professional Development Extra-Duty and Release \$0 - LCFF - 1000-1999 Certificated Salaries - Professional Development Sessions \$0 - LCFF - 3000-3999 Employee Benefits - Professional Development Sessions
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Action 11

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: Specific Schools: Grades 7/8: Kranz Intermediate, Madrid Middle, Monte Vista School - Elementary Grades: Cogswell, Payne, Monte Vista, Voorhis</p> <p>College and Career Readiness</p> <ul style="list-style-type: none"> Full implementation of AVID certified programs in the middle grades AVID Elementary professional development and support Develop a College-Going Culture district-wide Provide resources and information to students and families on college planning and access College and Career Experiences - create a roadmap to college indicating achievement expectations and experiential outcomes by grade level. 	\$211,960 - LCFF - 1000-1999 Certificated Salaries - AVID - Additional certificated teachers to support elective sections \$60,949 - LCFF - 3000-3999 Employee Benefits - AVID - Additional certificated teachers to support elective sections \$226,660 - Federal Revenues - Title I - 5000-5999 Services and Other Operating Expenses - AVID - contract, training, conference attendance \$80,000 - LCFF - 5000-5999 Services and Other Operating Expenses - Contracted services and training to develop college going culture, outreach district-wide, and readiness assessments \$20,000 - LCFF - 1000-1999 Certificated Salaries - AVID Summer Training \$4,335 - LCFF - 3000-3999 Employee Benefits - AVID Summer Training	\$197,002 - LCFF - 1000-1999 Certificated Salaries - AVID - Additional certificated teachers to support elective sections \$60,934 - LCFF - 3000-3999 Employee Benefits - AVID - Additional certificated teachers to support elective sections \$0 - Federal Revenues - Title I - 5000-5999 Services and Other Operating Expenses - AVID - contract, training, conference attendance \$50,616 - LCFF - 5000-5999 Services and Other Operating Expenses - Contracted services and training to develop college going culture, outreach district-wide, and readiness assessments \$14,462 - LCFF - 1000-1999 Certificated Salaries - AVID Summer Training \$3,368 - LCFF - 3000-3999 Employee Benefits - AVID Summer Training

Action 12

Planned
Actions/Services

Budgeted
Expenditures

Actual
Expenditures

For Actions/Services included as contributing to meeting Increased or Improved Services Requirement

Students to be Served: English Learners, Low Income

Scope of Service: LEA-wide

Location: All Schools

Summer and Extended Learning Programs

- A variety of summer learning opportunities including:
 - full day summer programs
 - SEAL Summer Bridge
 - STEM academies
 - summer library programs
 - Camp Mountain View summer programs.

\$6,106 - LCFF - 1000-1999 Certificated Salaries - Summer and Extended Learning STEM Academy - Rio Hondo
 \$1,324 - LCFF - 3000-3999 Employee Benefits - Summer and Extended LearningSTEM Academy - Rio Hondo
 \$288,000 - LCFF - 5000-5999 Services and Other Operating Expenses - Summer and Extended Learning contracted services
 \$8,400 - LCFF - 2000-2999 Classified Salaries - Summer and Extended LearningSupport staff and clerical
 \$2,468 - LCFF - 3000-3999 Employee Benefits - Summer and Extended LearningSupport staff and clerical
 \$2,000 - LCFF - 4000-4999 Books and Supplies - Summer and Extended Learning
 \$430,000 - LCFF - 5000-5999 Services and Other Operating Expenses - Extended Learning - Homework Centers
 \$3,000 - LCFF - 4000-4999 Books and Supplies - Camp Mt. View Activity Supplies and Materials
 \$30,000 - LCFF - 5000-5999 Services and Other Operating Expenses - Language Enrichment Programs

\$0 - LCFF - 1000-1999 Certificated Salaries - Summer and Extended Learning STEM Academy - Rio Hondo
 \$0 - LCFF - 3000-3999 Employee Benefits - Summer and Extended Learning STEM Academy - Rio Hondo
 \$180,470 - LCFF - 5000-5999 Services and Other Operating Expenses - Summer and Extended Learning contracted services
 \$0 - LCFF - 2000-2999 Classified Salaries - Summer and Extended Learning Support staff and clerical
 \$0 - LCFF - 3000-3999 Employee Benefits - Summer and Extended Learning Support staff and clerical
 \$0 - LCFF - 4000-4999 Books and Supplies - Summer and Extended Learning
 \$425,700 - LCFF - 5000-5999 Services and Other Operating Expenses - Extended Learning - Homework Centers
 \$2,583 - LCFF - 4000-4999 Books and Supplies - Camp Mt. View Activity Supplies and Materials
 \$0 - LCFF - 5000-5999 Services and Other Operating Expenses - Language Enrichment Programs

Action 13

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>Academic Interventions:</p> <ul style="list-style-type: none"> • During and after-school 	<p>\$145,000 - LCFF - 1000-1999 Certificated Salaries - After/During School Interventions \$31,430 - LCFF - 3000-3999 Employee Benefits - After/During School Interventions \$35,000 - LCFF - 2000-2999 Classified Salaries - After/During School Interventions \$10,282 - LCFF - 3000-3999 Employee Benefits - After/During School Interventions</p>	<p>\$70,693 - LCFF - 1000-1999 Certificated Salaries - After/During School Interventions \$11,321 - LCFF - 3000-3999 Employee Benefits - After/During School Interventions \$12,690 - LCFF - 2000-2999 Classified Salaries - After/During School Interventions \$2,712 - LCFF - 3000-3999 Employee Benefits - After/During School Interventions</p>

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\$298,000 - LCFF - 5000-5999 Services and Other Operating Expenses - Imagine Learning

\$298,650 - LCFF - 4000-4999 Books and Supplies - Imagine Learning

Action 14

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>New Teacher Support</p> <ul style="list-style-type: none"> • BTSA Program • Professional development and materials • Additional Instructional Support 	<p>\$0 - LCFF - 1000-1999 Certificated Salaries - Extra-duty and Release Time</p> <p>\$0 - LCFF - 3000-3999 Employee Benefits - Extra-duty and Release Time</p> <p>\$0 - LCFF - 4000-4999 Books and Supplies - BTSA/Support supplies and materials</p> <p>\$0 - LCFF - 5000-5999 Services and Other Operating Expenses</p>	<p>\$215 - LCFF - 1000-1999 Certificated Salaries - Extra-duty and Release Time</p> <p>\$47 - LCFF - 3000-3999 Employee Benefits - Extra-Duty and Release Time</p> <p>\$0 - LCFF - 4000-4999 Books and Supplies - BTSA/Support supplies and materials</p> <p>\$16,000 - LCFF - 5000-5999 Services and Other Operating Expenses - BTSA/Support -Induction Program Contract</p>

Action 15

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>Instructional and Implementation Support</p> <ul style="list-style-type: none"> • Early enrollment TK and support • Transitional Kinder classes expanded to each site with lowered class size of 22:1 and early enrollment of 4 year olds. • In classroom and school level support • Instructional Assistants for 3.75 hours in all Transitional Kinder classes to support early enrollment 	<p>\$982,103 - LCFF - 1000-1999 Certificated Salaries - Transitional Kindergarten teachers at all elementary sites</p> <p>\$295,403 - LCFF - 3000-3999 Employee Benefits - Transitional Kindergarten teachers at all elementary sites</p> <p>\$213,546 - LCFF - 2000-2999 Classified Salaries - Instructional Assistants 3.75 hours in all Transitional Kindergarten classrooms</p> <p>\$62,731 - LCFF - 3000-3999 Employee Benefits - Instructional Assistants 3.75 hours in all Transitional Kindergarten classrooms</p> <p>\$778,000 - LCFF - 2000-2999 Classified Salaries - Base level Instructional</p>	<p>\$930,452 - LCFF - 1000-1999 Certificated Salaries - Transitional Kindergarten teachers at all elementary sites</p> <p>\$216,665 - LCFF - 3000-3999 Employee Benefits - Transitional Kindergarten teachers at all elementary sites</p> <p>\$212,516 - LCFF - 2000-2999 Classified Salaries - Instructional Assistants 3.75 hours in all Transitional Kindergarten classrooms</p> <p>\$43,577 - LCFF - 3000-3999 Employee Benefits - Instructional Assistants 3.75 hours in all Transitional Kindergarten classrooms</p> <p>\$530,181 - LCFF - 2000-2999 Classified Salaries - Base level Instructional</p>

<p>and provide for small groups.</p> <ul style="list-style-type: none"> • Instructional Assistant support for small group instruction and intervention. • Instructional aides to lower class size in middle school PE classes, the increased adult to student ratio assist creating an environment that is conducive to learning and appropriate for assessing students in progress towards Fitnessgram goals. • Deans of Instruction to support data reflection, PLCs, and program implementation at sites. • Supplemental materials and supplies to support implementation of targeted instructional strategies and programs. District implementation support. • Media Resource Clerks to provide materials and supplies to support early literacy and supplemental resources distribution. • Clerical and administrative support to support the implementation of targeted programs. 	<p>Assistant staffing at elementary level, per pupil formula \$228,545 - LCFF - 3000-3999 Employee Benefits - Base level Instructional Assistant staffing at elementary level, per pupil formula \$218,589 - Other Federal Funds - 2000-2999 Classified Salaries - Base level Instructional Assistant staffing at elementary level, per pupil formula \$92,448 - Other Federal Funds - 3000-3999 Employee Benefits - Base level Instructional Assistant staffing at elementary level, per pupil formula \$159,812 - LCFF - 2000-2999 Classified Salaries - Media Resource Clerks \$63,746 - LCFF - 3000-3999 Employee Benefits - Media Resource Clerks \$357,393 - LCFF - 1000-1999 Certificated Salaries - Deans of Instruction (4) \$99,974 - LCFF - 3000-3999 Employee Benefits - Deans of Instruction (4) \$130,342 - LCFF - 2000-2999 Classified Salaries - Middle School P.E. Instructional Aides KZ, MD \$71,889 - LCFF - 3000-3999 Employee Benefits - Middle School P.E. Instructional Aides KZ, MD \$26,712 - LCFF - 1000-1999 Certificated Salaries - Director of C&I and ELL, salary to implement supplemental S&C educational programs \$7,290 - LCFF - 3000-3999 Employee Benefits - Director of C&I and ELL, salary to implement supplemental S&C educational programs \$0 - LCFF - 1000-1999 Certificated Salaries - Director of State and Federal Programs and Accountability - LCAP Implementation \$0 - LCFF - 3000-3999 Employee Benefits - Director of State and Federal Programs and Accountability - LCAP Implementation \$103,102 - Federal Revenues - Title I -</p>	<p>Assistant staffing at elementary level, per pupil formula \$135,631 - LCFF - 3000-3999 Employee Benefits - Base level Instructional Assistant staffing at elementary level, per pupil formul \$53,812 - Other Federal Funds - 2000-2999 Classified Salaries - Base level Instructional Assistant staffing at elementary level, per pupil formula \$29,927 - Other Federal Funds - 3000-3999 Employee Benefits - Base level Instructional Assistant staffing at elementary level, per pupil formula \$172,981 - LCFF - 2000-2999 Classified Salaries - Media Resource Clerks \$60,720 - LCFF - 3000-3999 Employee Benefits - Media Resource Clerks \$347,445 - LCFF - 1000-1999 Certificated Salaries - Deans of Instruction (4) \$100,722 - LCFF - 3000-3999 Employee Benefits - Deans of Instruction (4) \$110,693 - LCFF - 2000-2999 Classified Salaries - Middle School P.E. Instructional Aides KZ, MD \$49,531 - LCFF - 3000-3999 Employee Benefits - Middle School P.E. Instructional Aides KZ, MD \$28,627 - LCFF - 1000-1999 Certificated Salaries - Director of C&I and ELL, salary to implement supplemental S&C educational programs \$7,098 - LCFF - 3000-3999 Employee Benefits - Director of C&I and ELL, salary to implement supplemental S&C educational programs \$0 - LCFF - 1000-1999 Certificated Salaries - Director of State and Federal Programs and Accountability - LCAP Implementation \$0 - LCFF - 3000-3999 Employee Benefits - Director of State and Federal Programs and Accountability - LCAP Implementation \$0 - Federal Revenues - Title I -</p>
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	1000-1999 Certificated Salaries - Director of State and Federal Programs and Accountability \$25,290 - Federal Revenues - Title I - 3000-3999 Employee Benefits - Director of State and Federal Programs and Accountability \$68,006 - LCFF - 2000-2999 Classified Salaries - Account Clerk IV to support services \$28,377 - LCFF - 3000-3999 Employee Benefits - Account Clerk IV to support services	1000-1999 Certificated Salaries - Director of State and Federal Programs and Accountability \$0 - Federal Revenues - Title I - 3000-3999 Employee Benefits - Director of State and Federal Programs and Accountability \$57,326 - LCFF - 2000-2999 Classified Salaries - Account Clerk IV to support services \$21,260 - LCFF - 3000-3999 Employee Benefits - Account Clerk IV to support services
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Action 16

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>Base Level Instructional Support</p> <ul style="list-style-type: none"> • Director of Curriculum and Instruction and English Learner Programs • Director of State and Federal Programs and Accountability 	<p>\$25,864 - LCFF - 1000-1999 Certificated Salaries - Director of C&I and ELL, salary to implement and monitor base instructional programs</p> <p>\$8,430 - LCFF - 3000-3999 Employee Benefits - Director of C&I and ELL, salary to implement and monitor base instructional programs</p> <p>\$60,954 - LCFF - 2000-2999 Classified Salaries - Account Clerk IV</p> <p>\$21,582 - LCFF - 3000-3999 Employee Benefits - Account Clerk IV</p>	<p>\$0 - LCFF - 1000-1999 Certificated Salaries - Director of C&I and ELL, salary to implement and monitor base instructional programs</p> <p>\$0 - LCFF - 3000-3999 Employee Benefits - Director of C&I and ELL, salary to implement and monitor base instructional programs</p> <p>\$0 - LCFF - 2000-2999 Classified Salaries - Account Clerk IV</p> <p>\$0 - LCFF - 3000-3999 Employee Benefits - Account Clerk IV</p>

Action 17

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p>	<p>\$154,000 - LCFF - 5000-5999 Services and Other Operating Expenses - Student Study Trips</p> <p>\$60,000 - LCFF - 5000-5999 Services and Other Operating Expenses - Transitional Student Trips</p>	<p>\$57,354 - LCFF - 5000-5999 Services and Other Operating Expenses - Student Study Trips</p> <p>\$0 - LCFF - 5000-5999 Services and Other Operating Expenses - Transitional Student Trips</p>

Study Trips:

- Tied to grade level standards
- Tied to college and career milestones
- Transitional Student Trips

Action 18

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>Instructional and Supplemental Materials:</p> <ul style="list-style-type: none"> • Supplemental materials to support implementation of Common Core Standards • Reimbursement of teacher expenses for lesson materials 	<p>\$33,000 - LCFF - 4000-4999 Books and Supplies - \$100 Pre-8th teacher reimbursement instructional materials</p> <p>\$1,000,000 - Other State Revenues - 4000-4999 Books and Supplies - New Textbooks</p>	<p>\$21,602 - LCFF - 4000-4999 Books and Supplies - \$100 Pre-8th teacher reimbursement instructional materials</p> <p>\$39,343 - Other State Revenues - 4000-4999 Books and Supplies - New Textbooks</p>

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

Due to school closure on March 12, 2021, due to the COVID-19 pandemic, many of the actions planned in Goal I were interrupted or not implemented during the 2019-2020 school year. The following is a summary of the actions affected by school closure and descriptions of how funds were used to support students, families, teachers, and staff.

Upon the recommendation of the Los Angeles County Office of Education, schools in the Mountain View School District announced a temporary closure for a two-week period in an effort to support mitigation efforts to suppress the spread of the COVID-19 virus. Beginning March 16, 2020, the Mountain View School District began implementing a Distance Learning Program in response to school closures as a result of COVID-19. The first phase of distance learning included creating a new webpage where weekly learning packets were uploaded for grades preschool through 8th. Instructional materials were reproduced and distributed to families without Internet access. These packets included learning materials for English Language Arts and Mathematics. Additionally, resource links for content areas and specialized services, including Special Education, Community Resources, Mental Health Resources, and Physical Education activities. Phase two, which began after Spring Break, focused on distributing student technology devices and hotspots for families who were identified as needing WIFI internet access. Dissemination of technology to students without access allowed instruction through Google Classroom and SeeSaw as the primary delivery platforms, Remind.com for parent and family communication, and Clever to support single sign-on and application management. Supplemental instructional resources already in use at school sites

continued, along with student access to Let's Go Learn EDGE Language Arts and Mathematics, Imagine Learning ELD, and Math programs.

The instructional expectations were outlined in the MVSD Distance Learning Plan to all staff and families. The plan focused on three identified areas of student and family needs, Online Secondary Distance Learning, Online Elementary Distance Learning, and Packet Based Distance Learning for students who continued to lack WIFI internet access or were in the process of receiving devices following physical distancing guidelines. The elementary and secondary online learning plans included content delivery, ELD, independent practice, independent reading, and supplemental online program recommendations for weekly instruction. The secondary plan provided daily instruction, with each content area being assigned one day each week. The elementary plan required 2-3 lessons per week. Finally, the packet-based plan called for 2-3 assignments per week and teacher contact to support the continuation of learning. Teachers were encouraged to record lessons for students who needed to access them at times outside of the regular school day, and professional development was offered each week to support distance learning instructional practice and the use of technology. Professional development was delivered by various expert classroom teachers, TOSAS, and consultants from online/software companies.

In the late spring, the District invited any employee interested in providing input on the re-opening of schools by participating in a District Task Force. Using the LACOE planning templates, the District convened a Task Force of about 125 people with sub-committees in learning support, social-emotional support, special education, facilities, health services, nutrition, and office protocols safety training, family engagement, and preschool/childcare. The sub-committees provided recommendations in each of those areas. During the summer, the District convened a curriculum committee of 40 teachers at various grade levels and areas of expertise. They created curriculum materials for every grade level in preparation for either distance or hybrid learning in the next school year.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

All funds not utilized during the 2019-2020 school year have been committed to future use to support the needs of unduplicated students in the Mountain View School District. The summary of actions below provides a description of the successes and challenges in implementing the actions and services in Goal I.

The greatest challenge implementing services during the 2019-2020 school year was the interruption of providing in-person programs for students and staff. All actions and services, with the exception of summer school programs, were implemented either fully or partially implemented. Funds initially allocated for professional development release time and extra-duty were not utilized for planned Spring training for teachers and support staff. Instead, due to reduced synchronous instruction time during the workday, professional development was provided during staff work hours. Beginning in April, weekly professional development sessions were held virtually to support the transition of teaching practices to online distance learning. Recordings of the professional development sessions were uploaded and stored on the MVSD Virtual Support website for staff to view and receive support. Professional development sessions were provided by MVSD Teachers on Special Assignments and site teacher leaders.

Topic included:

- Clever Teacher Pages
- Getting Started with Let's Go Learn EDGE: English Language Arts and Mathematics
- Zoom and Clever Integration
- Google Classroom Basics through Advanced
- Using Google Apps
- SeeSaw for Primary Classes
- Transitioning SEAL Strategies to Online Teaching
- Flipgrid Video Response Platform
- PearDeck and Interactive Google Slides
- Quizizz Gamified Learning

Another significant challenge was implementing the annual MVSD Summer Learning programs. Annually, the District provides in-person summer

learning programs to over 3,000 students. Due to the need to continue planning and providing professional development to teachers and support staff, the District offered online enrichment programs through Think Together for all interested students. These activities were funded using the 21st Century Learning Grant and the After School Education and Safety Grant. Additionally, all students were allowed to keep technology, including Chromebooks, tablets, and hotspots, checked out to them to access enrichment programs and to continue to use online learning applications and access digital reading resources.

To prepare for the coming school year, during the summer, the District convened a curriculum committee of 40 teachers at various grade levels and areas of expertise. They created curriculum materials for every grade level in preparation for either distance or hybrid learning in the next school year. Other professional developments that had been planned for in-person training were canceled, including Project Lead the Way, STEAM Integration, supplemental Mathematics, and new teacher support training.

Goal 2

II: English Learner, Foster Youth, and Special Education/English Learner Student Success

Each specially identified learner will become English proficient and academically successful.

State and/or Local Priorities Addressed by this goal:

State Priorities: 2. Implementation of State Standards; 4. Pupil achievement; 5. Pupil engagement; 7. Course access

Local Priorities:

Annual Measurable Outcomes

Expected		Actual
CAASPP ELA: Percentage of English Learner students that meet/exceed standard.	2019-20 18% English learners (Spring 2019)	CAASPP Not administered during the 2019-2020 school year due to school closure as a result of COVID-19. <u>2018-2019 CAASPP</u> 12.81% English Learners
CAASPP Math: Percentage of English Learner students that meet/exceed standard.	2019-20 15% English Learners (Spring 2019)	CAASPP Not administered during the 2019-2020 school year due to school closure as a result of COVID-19. <u>2018-2019 CAASPP</u> 12.58% English Learners
Reclassification Rate:	2019-20 10% English Learner Reclassification Rate (Spring 2019)	7.4% (2019-2020) Not Met
Annual Progress Learning English - CELDT/ELPAC	2019-20 The average Mean Scaled Score for English Learners taking the ELPAC will increase by 40 points.	2019-2020 ELPAC Data Not Available Due to School Closure <u>2019 CA Dashboard</u> 50.1% making progress towards English proficiency

English Learners: "At-Risk" of Long Term English Learners (LTEL)	2019-20 7.6% Identified "At-Risk" (Spring 2019)	12.6% (2019-2020) Not Met
Long Term English Learner (LTEL) Identification	2019-20 5.0% Identified as LTELs (Spring 2019)	10.2% (2019-2020) Not Met
Foster Youth: Individual Service Plan Implementation	2019-20 100% Foster Youth provided Individual Service Plans (Fall 2020)	100% Foster Youth provided Individual Service Plans by Fall 2020 - (MET)

Actions / Services

Action 1

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: Foster Youth</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>Foster Youth Support:</p> <ul style="list-style-type: none"> • Develop and implement an Individual Success Plan (ISP) for foster youth • Kinship support groups, family education, and other support services will be provided for formal and informal guardianship situations • Training for school staff on foster youth issues 	<p>\$6,500 - LCFF - 4000-4999 Books and Supplies - Supplies and materials to support foster youth and kinship programs</p> <p>\$5,000 - LCFF - 5000-5999 Services and Other Operating Expenses - contracted services, conferences and professional development to support foster youth and kinship programs including college visitations and trips</p> <p>\$5,000 - LCFF - 1000-1999 Certificated Salaries - Extra-Duty for tutoring and intervention for foster youth and kinship programs</p> <p>\$1,084 - LCFF - 3000-3999 Employee Benefits - Extra-Duty for tutoring and intervention for foster youth and kinship programs</p> <p>\$5,000 - LCFF - 2000-2999 Classified Salaries - Extra-Duty for tutoring and intervention for foster youth and kinship programs</p> <p>\$1,468 - LCFF - 3000-3999 Employee Benefits - Extra-Duty for tutoring and intervention for foster youth and kinship programs</p> <p>\$7,099 - LCFF - 1000-1999 Certificated Salaries - Director of PPS</p> <p>\$1,914 - LCFF - 3000-3999 Employee Benefits - Director of PPS</p>	<p>\$361 - LCFF - 4000-4999 Books and Supplies - Supplies and materials to support foster youth and kinship programs</p> <p>\$7,500 - LCFF - 5000-5999 Services and Other Operating Expenses - contracted services, conferences and professional development to support foster youth and kinship programs including college visitations and trips</p> <p>\$11,579 - LCFF - 1000-1999 Certificated Salaries - Extra-Duty for tutoring and intervention for foster youth and kinship programs</p> <p>\$2,048 - LCFF - 3000-3999 Employee Benefits - Extra-Duty for tutoring and intervention for foster youth and kinship programs</p> <p>\$3,820 - LCFF - 2000-2999 Classified Salaries - Extra-Duty for tutoring and intervention for foster youth and kinship programs</p> <p>\$681 - LCFF - 3000-3999 Employee Benefits - Extra-Duty for tutoring and intervention for foster youth and kinship programs</p> <p>\$7,099 - LCFF - 1000-1999 Certificated Salaries - Director of PPS</p> <p>\$1,894 - LCFF - 3000-3999 Employee Benefits - Director of PPS</p>

Action 2

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>For Actions/Services included as contributing to</p>	<p>\$123,369 - LCFF - 1000-1999 Certificated Salaries - Program</p>	<p>\$119,668 - LCFF - 1000-1999 Certificated Salaries - Program</p>

<p>meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>Additional support for ELL and low income students identified with high levels of learning needs as identified through the Student Study Team (SST) process. Special Education/English Learner Student Support for students identified and English learner and special needs or low income:</p> <ul style="list-style-type: none"> • Provide additional English Learner Program Specialist to focus on the needs of students who are also English Learners and/or low income students. • Provide support and training for the identification of students in need of intervention. • Implement systems and programs to address barriers to learning. • Upgraded technology to provide greater access to devices and programs such as Imagine Learning for English Learners and low income students. 	<p>Specialist 50% (2) \$34,243 - LCFF - 3000-3999 Employee Benefits - Program Specialist 50% (2) \$21,215 - LCFF - 2000-2999 Classified Salaries - Secretary II/Translator - Student Support Services 40% \$10,432 - LCFF - 3000-3999 Employee Benefits - Secretary II/Translator - Student Support Services \$6,500 - LCFF - 4000-4999 Books and Supplies - Supplemental instructional materials and technology enhancement for ELL students</p>	<p>Specialist 50% (2) \$25,772 - LCFF - 3000-3999 Employee Benefits - Program Specialist 50% (2) \$0 - LCFF - 2000-2999 Classified Salaries - Secretary II/Translator - Student Support Services 40% \$0 - LCFF - 3000-3999 Employee Benefits - Secretary II/Translator - Student Support Services 40% \$1,570 - LCFF - 4000-4999 Books and Supplies - Supplemental instructional materials and technology enhancement for ELL students</p>
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Action 3

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>English Learner Support</p> <ul style="list-style-type: none"> • Newcomer class with a dedicated instructional assistant • Bilingual teachers and support staff for Dual Language programmatic support • District-wide intervention programs: the SEAL Summer Bridge Program and the Journalism Program 	<p>\$15,000 - LCFF - 1000-1999 Certificated Salaries - Journalism extra-duty \$3,251 - LCFF - 3000-3999 Employee Benefits - Journalism extra-duty \$15,000 - LCFF - 2000-2999 Classified Salaries - Journalism extra-duty \$4,406 - LCFF - 3000-3999 Employee Benefits - Journalism extra-duty \$4,000 - LCFF - 4000-4999 Books and Supplies - Journalism supplies and materials \$96,530 - LCFF - 1000-1999 Certificated Salaries - Newcomer Teacher middle school level \$28,462 - LCFF - 3000-3999 Employee Benefits - Newcomer Teacher middle</p>	<p>\$2,972 - LCFF - 1000-1999 Certificated Salaries - Journalism extra-duty \$615 - LCFF - 3000-3999 Employee Benefits - Journalism extra-duty \$13,955 - LCFF - 2000-2999 Classified Salaries - Journalism extra-duty \$2,478 - LCFF - 3000-3999 Employee Benefits - Journalism extra-duty \$621 - LCFF - 4000-4999 Books and Supplies - Journalism supplies and materials \$93,634 - LCFF - 1000-1999 Certificated Salaries - Newcomer Teacher middle school level \$28,298 - LCFF - 3000-3999 Employee Benefits - Newcomer Teacher middle</p>

- Professional development in ELA/ELD State Framework and in Designated and Integrated English Language Development

school level
 \$104,000 - LCFF - 1000-1999
 Certificated Salaries - Dual Language
 Program teacher support (2)
 Spanish/Mandarin
 \$37,548 - LCFF - 3000-3999 Employee
 Benefits - Dual Language Program
 teacher support (2) Spanish/Mandarin
 \$425,727 - LCFF - 1000-1999
 Certificated Salaries - Professional
 Development TOSA salary (4)
 \$122,291 - LCFF - 3000-3999 Employee
 Benefits - Professional Development
 TOSA salary (5)
 \$104,909 - Federal Revenues - Title III -
 1000-1999 Certificated Salaries - EL
 TOSA
 \$37,548 - Federal Revenues - Title III -
 3000-3999 Employee Benefits - EL
 TOSA
 \$20,000 - LCFF - 1000-1999 Certificated
 Salaries - Extra-Duty Professional
 Development
 \$4,332 - LCFF - 3000-3999 Employee
 Benefits - Extra-Duty Professional
 Development
 \$26,712 - LCFF - 1000-1999 Certificated
 Salaries - Director C&I and English
 Learners
 \$7,290 - LCFF - 3000-3999 Employee
 Benefits - Director C&I and English
 Learners
 \$0 - LCFF - 1000-1999 Certificated
 Salaries - Summer Bridge
 \$0 - LCFF - 3000-3999 Employee
 Benefits - Summer Bridge
 \$0 - LCFF - 4000-4999 Books and
 Supplies - Summer Bridge
 \$9,000 - LCFF - 5000-5999 Services
 and Other Operating Expenses -
 Bilingual Teacher Development Support
 \$10,000 - LCFF - 1000-1999 Certificated
 Salaries - Bilingual Teacher Development
 Support/Mandarin Dual Language
 Professional Development
 \$2,167 - LCFF - 3000-3999 Employee

school level
 \$267,311 - LCFF - 1000-1999
 Certificated Salaries - Dual Language
 Program teacher support (2)
 Spanish/Mandarin
 \$73,817 - LCFF - 3000-3999 Employee
 Benefits - Dual Language Program
 teacher support (2) Spanish/Mandarin
 \$415,165 - LCFF - 1000-1999
 Certificated Salaries - Professional
 Development TOSA salary (4)
 \$117,863 - LCFF - 3000-3999 Employee
 Benefits - Professional Development
 TOSA salary (5)
 \$89,652 - Federal Revenues - Title III -
 1000-1999 Certificated Salaries - EL
 TOSA
 \$29,140 - Federal Revenues - Title III -
 3000-3999 Employee Benefits - EL
 TOSA
 \$1,899 - LCFF - 1000-1999 Certificated
 Salaries - Extra-Duty Professional
 Development
 \$393 - LCFF - 3000-3999 Employee
 Benefits - Extra-Duty Professional
 Development
 \$26,712 - LCFF - 1000-1999 Certificated
 Salaries - Director C&I and English
 Learners
 \$6,774 - LCFF - 3000-3999 Employee
 Benefits - Director C&I and English
 Learners
 \$0 - LCFF - 1000-1999 Certificated
 Salaries - Summer Bridge
 \$0 - LCFF - 3000-3999 Employee
 Benefits - Summer Bridge
 \$942 - LCFF - 4000-4999 Books and
 Supplies - Summer Bridge
 \$36,150 - LCFF - 5000-5999 Services
 and Other Operating Expenses -
 Bilingual Teacher Development Support
 \$18,867 - LCFF - 1000-1999 Certificated
 Salaries - Bilingual Teacher Development
 Support/Mandarin Dual Language
 Professional Development
 \$3,811 - LCFF - 3000-3999 Employee

Action 4

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>Base Level Instructional and Programmatic Support for Targeted Student Groups</p> <ul style="list-style-type: none"> • Director of Pupil Personnel Services • Director of Curriculum and Instruction and English Learner Programs 	<p>\$96,228 - LCFF - 1000-1999 Certificated Salaries - Director of PPS</p> <p>\$23,604 - LCFF - 3000-3999 Employee Benefits - Director of PPS</p>	<p>\$0 - LCFF - 1000-1999 Certificated Salaries - Director of PPS</p> <p>\$0 - LCFF - 3000-3999 Employee Benefits - Director of PPS</p>

Action 5

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: Specific Schools: Parkview, Payne and Twin Lakes</p> <p>Implementation and Support of Dual Language Programs</p> <ul style="list-style-type: none"> • Staffing Support to provide additional teachers and support staff in dual language classrooms. • Supplemental Curriculum and Instructional Materials in Spanish and Mandarin/Chinese. 	<p>\$25,000 - LCFF - 5000-5999 Services and Other Operating Expenses - CABE Support Services</p> <p>\$30,000 - LCFF - 4000-4999 Books and Supplies - Supplemental Supplies and Curriculum</p> <p>\$15,000 - LCFF - 2000-2999 Classified Salaries - 3.75 Hour Instructional Assistants</p> <p>\$4,896 - LCFF - 3000-3999 Employee Benefits - 3.75 Hour Instructional Assistant</p> <p>\$20,000 - LCFF - 5000-5999 Services and Other Operating Expenses - Dual Language Conference and Travel</p>	<p>\$0 - LCFF - 5000-5999 Services and Other Operating Expenses - CABE Support Services</p> <p>\$0 - LCFF - 4000-4999 Books and Supplies - Supplemental Supplies and Curriculum</p> <p>\$0 - LCFF - 2000-2999 Classified Salaries - 3.75 Hour Instructional Assistants</p> <p>\$0 - LCFF - 3000-3999 Employee Benefits - 3.75 Hour Instructional Assistants</p> <p>\$0 - LCFF - 5000-5999 Services and Other Operating Expenses - Dual Language Conference and Travel</p>

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

Actions and services outlined in Goal II continued and were transitioned to being offered in a distance-learning format. Services such as foster-youth individual service plans, program specialist support for English learners, newcomer assistance, SEAL, and additional staffing were continued through distance learning fully online or through other distance learning methods as appropriate to each student and their family.

The following items were turned into Digital formats for Distance Learning and easy access:

- SEAL Units and chants were made digital and visual cues were added to promote comprehensible input for EL's
- Online and Audible access to high -quality literature was provided to all English Learners through Learning Ally
- The Imagine Learning platform provided systematic audio /visual support for Newcomers acquiring emerging English proficiency
- Designated ELD lessons and supports were created and shared through digital drives for teacher access
- Teachers received training on the integration of PEAR Deck and Flip Grid into Designated and Integrated ELD lessons to promote interaction from students at all proficiency levels
- Instructional Assistants in the Newcomer Program provided small group follow up lessons in students primary language to support the Distance Learning time frame.
- Family meetings and communication were translated in Spanish, English, Mandarin, and Cantonese

A description of the successes and challenges in implementing the actions/services to achieve the goal.

The greatest challenges were in providing actions and services to a virtual format while being mindful of the number of online screen hours students were being required to have was considered when deciding whether to offer additional planned activities online. Other challenges were many curricular resources were not readily available to use in a virtual environment. Students had to learn how to access new resources from home, and in many cases technology assistance was not readily available in the home. A great challenge to increasing English Learner oral proficiency is the learning platform itself is not conducive to discussions due to the need to be on mute in most environments.

All other actions and services were successfully implemented through various methods. Some successes that addressed the above mentioned challenges were the use of Flip Grid which allowed for students to record themselves and submit oral responses to their teacher. The Pear Deck platform allowed for all students to interact during virtual lessons allowing for teachers to check for understanding in a muted environment. Teachers were able to implement many of the digital resources provided by the program specialist allowing for highly engaged interaction from students. The Learning Ally Digital Reading program provided scaffolded audio support to high-quality high-interest reading material in an audio format that provided a fluent language model for English Learners in the home.

Goal 3

III: Supports for Learning

Each student will be provided a safe, well maintained, and social-emotionally supportive learning environment through a multi-tiered system of supports.

State and/or Local Priorities Addressed by this goal:

State Priorities: 1. Basic; 5. Pupil engagement; 6. School climate

Local Priorities:

Annual Measurable Outcomes

Expected		Actual
Attendance Rate (CALPADS)	2019-20 97.5% (2018-2019)	96.4% (2019-2020) Not Met
Suspension Rate	2019-20 2.5 (2018-2019)	1.0 (2019-2020) Met
Expulsion Rate	2019-20 0 Expulsions (2019-2020)	0 expulsions (MET)
Chronic Absenteeism Rate	2019-20 6.5% (2018-2019)	7.4% (2019-2020) Not Met
Middle School Dropout Rate (CDE)	2019-20 3 (2018-2019)	0 (2019-2020) Met
Student Surveys	2019-20 86% Students feel safe at school	85% Students feel safe at school (NOT MET)
School Facilities (Williams)	2019-20 100% will receive a rating of "Good"	100% will receive a rating of "Good" (MET)

Actions / Services

Action 1

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>Counseling and Behavioral Support:</p> <ul style="list-style-type: none"> • Develop and implement a comprehensive counseling and behavioral support program • Positive Behavior Intervention and Support (PBIS) • Licensed Clinical Social Worker programs and services • Counseling interns • Middle School and Elementary Counselors • Contracted counseling services from agencies for at-risk students • Lead School Psychologist to provide additional counseling and support services to identified students and implement foster youth support. • Administrative Support • Extended Day Program for Alternative Program • Specialized staff training: mental health first aide training, anti-stigma training, trauma-informed schools training 	<p>\$341,253 - Federal Revenues - Title I - 1000-1999 Certificated Salaries - Certificated Counselors to service the elementary, intermediate, middle and alternative schools Salary</p> <p>\$91,765 - Federal Revenues - Title I - 3000-3999 Employee Benefits - Certificated Counselors to service the elementary, intermediate, middle and alternative schools Salary</p> <p>\$215,525 - Other State Revenues - 1000-1999 Certificated Salaries - Certificated Counselors to service the elementary, intermediate, middle and alternative schools Salary</p> <p>\$57,956 - Other State Revenues - 3000-3999 Employee Benefits - Certificated Counselors to service the elementary, intermediate, middle and alternative schools Salary</p> <p>\$449,075 - LCFF - 1000-1999 Certificated Salaries - Certificated Counselors to service the elementary, intermediate, middle and alternative schoolsSalary</p> <p>\$140,853 - LCFF - 3000-3999 Employee Benefits - Certificated Counselors to service the elementary, intermediate, middle and alternative schools Salary</p> <p>\$20,000 - LCFF - 5000-5999 Services and Other Operating Expenses - Contracted counseling services for students without immediate health insurance</p> <p>\$189,815 - LCFF - 5000-5999 Services and Other Operating Expenses - Intern counseling support for intermediate, middle and alternative schools</p>	<p>\$288,204 - Federal Revenues - Title I - 1000-1999 Certificated Salaries - Certificated Counselors to service the elementary, intermediate, middle and alternative schools Salary</p> <p>\$93,516 - Federal Revenues - Title I - 3000-3999 Employee Benefits - Certificated Counselors to service the elementary, intermediate, middle and alternative schools Salary</p> <p>\$179,271 - Other State Revenues - 3000-3999 Employee Benefits - Certificated Counselors to service the elementary, intermediate, middle and alternative schools Salary</p> <p>\$59,755 - Other State Revenues - 3000-3999 Employee Benefits - Certificated Counselors to service the elementary, intermediate, middle and alternative schools Salary</p> <p>\$419,558 - LCFF - 1000-1999 Certificated Salaries - Certificated Counselors to service the elementary, intermediate, middle and alternative schoolsSalary</p> <p>\$147,229 - LCFF - 3000-3999 Employee Benefits - Certificated Counselors to service the elementary, intermediate, middle and alternative schools Salary</p> <p>\$11,100 - LCFF - 5000-5999 Services and Other Operating Expenses - Contracted counseling services for students without immediate health insurance</p> <p>\$112,304 - LCFF - 5000-5999 Services and Other Operating Expenses - ntern counseling support for intermediate, middle and alternative schools</p>

	<p>\$0 - LCFF - 1000-1999 Certificated Salaries - School Psychologist to support the implementation and services of school site counseling, foster and kinship programs, and restorative justice strategies</p> <p>\$0 - LCFF - 3000-3999 Employee Benefits - School Psychologist to support the implementation and services of school site counseling, foster and kinship programs, and restorative justice strategies</p> <p>\$6,000 - LCFF - 5000-5999 Services and Other Operating Expenses - Conference and professional development funds to support school and district counseling</p> <p>\$50,000 - LCFF - 4000-4999 Books and Supplies - Supplies, curriculum and materials to support school and district counseling</p> <p>\$145,000 - Other Local Revenues - 5000-5999 Services and Other Operating Expenses - Licenses Clinical Social Worker programs and services</p> <p>\$10,000 - LCFF - 5000-5999 Services and Other Operating Expenses - Caresolice</p>	<p>\$0 - LCFF - 1000-1999 Certificated Salaries - School Psychologist to support the implementation and services of school site counseling, foster and kinship programs, and restorative justice strategies</p> <p>\$0 - LCFF - 3000-3999 Employee Benefits - School Psychologist to support the implementation and services of school site counseling, foster and kinship programs, and restorative justice strategies</p> <p>\$0 - LCFF - 5000-5999 Services and Other Operating Expenses - Conference and professional development funds to support school and district counseling</p> <p>\$0 - LCFF - 4000-4999 Books and Supplies - Supplies, curriculum and materials to support school and district counseling</p> <p>\$0 - Other Local Revenues - 5000-5999 Services and Other Operating Expenses - Licenses Clinical Social Worker programs and services</p> <p>\$0 - LCFF - 5000-5999 Services and Other Operating Expenses - Caresolice</p>
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Action 2

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>Student Learning Supports</p> <ul style="list-style-type: none"> Positive Behavior Intervention and Support Implementation (PBIS) 	<p>\$0 - LCFF - 1000-1999 Certificated Salaries - MLC Alternative Learning Center staffing - Coordinator</p> <p>\$0 - LCFF - 3000-3999 Employee Benefits - MLC Alternative Learning Center staffing - Coordinator</p> <p>\$148,193 - LCFF - 1000-1999 Certificated Salaries - MLC Alternative Learning Center staffing (2) teachers</p> <p>\$47,126 - LCFF - 3000-3999 Employee Benefits - MLC Alternative Learning Center staffing (2) teachers</p>	<p>\$0 - LCFF - 1000-1999 Certificated Salaries - MLC Alternative Learning Center staffing - Coordinator</p> <p>\$0 - LCFF - 3000-3999 Employee Benefits - MLC Alternative Learning Center staffing - Coordinator</p> <p>\$0 - LCFF - 1000-1999 Certificated Salaries - MLC Alternative Learning Center staffing (2) teachers</p> <p>\$0 - LCFF - 3000-3999 Employee Benefits - MLC Alternative Learning Center staffing (2) teachers</p>

<ul style="list-style-type: none"> • Alternative Learning Center programming and staffing for identified students in grades 5-8 • annual contracted services and maintenance agreements • professional development and release time to develop plans, train staff and analyze data • administrative support - Ongoing supplies and materials to implement programs • attendance support and family outreach to improve student attendance 	<p>\$87,000 - LCFF - 5000-5999 Services and Other Operating Expenses - Contracted services to support extended day at MLC</p> <p>\$15,000 - LCFF - 4000-4999 Books and Supplies - MLC Operating Supplies and Materials</p> <p>\$30,000 - LCFF - 1000-1999 Certificated Salaries - Extra-Duty and Sub release to support implementation of PBIS and restorative justice programs</p> <p>\$6,502 - LCFF - 3000-3999 Employee Benefits - Benefits: Extra-Duty and Sub release to support implementation of PBIS and restorative justice programs</p> <p>\$10,000 - LCFF - 2000-2999 Classified Salaries - Extra-Duty and release to support implementation of PBIS and restorative justice programs</p> <p>\$2,966 - LCFF - 3000-3999 Employee Benefits - Benefits: Extra-Duty and Sub release to support implementation of PBIS and restorative justice programs</p> <p>\$8,000 - LCFF - 5000-5999 Services and Other Operating Expenses - Conference and travel to support PBIS and restorative justice programs</p> <p>\$69,685 - LCFF - 4000-4999 Books and Supplies - Supplies and Materials to support site and district implementation of PBIS and restorative justice programs</p> <p>\$8,000 - LCFF - 5000-5999 Services and Other Operating Expenses - Contracted services and maintenance contracts - SWIS, PBIS and CICO</p> <p>\$50,000 - LCFF - 5000-5999 Services and Other Operating Expenses - Support for PBIS Implementation</p> <p>\$20,000 - LCFF - 4000-4999 Books and Supplies - Additional supplies for identified homeless student population</p> <p>\$35,493 - LCFF - 1000-1999 Certificated Salaries - Director of Pupil Personnel Services Salary portion of salary to implement services</p>	<p>\$0 - LCFF - 5000-5999 Services and Other Operating Expenses - Contracted services to support extended day at MLC</p> <p>\$0 - LCFF - 4000-4999 Books and Supplies - MLC Operating Supplies and Materials</p> <p>\$10,745 - LCFF - 1000-1999 Certificated Salaries - Extra-Duty and Sub release to support implementation of PBIS and restorative justice program</p> <p>\$2,354 - LCFF - 3000-3999 Employee Benefits - Benefits: Extra-Duty and Sub release to support implementation of PBIS and restorative justice programs</p> <p>\$1,774 - LCFF - 2000-2999 Classified Salaries - Extra-Duty and release to support implementation of PBIS and restorative justice programs</p> <p>\$392 - LCFF - 3000-3999 Employee Benefits - Benefits: Extra-Duty and Sub release to support implementation of PBIS and restorative justice programs</p> <p>\$419 - LCFF - 5000-5999 Services and Other Operating Expenses - Conference and travel to support PBIS and restorative justice programs</p> <p>\$39,104 - LCFF - 4000-4999 Books and Supplies - Supplies and Materials to support site and district implementation of PBIS and restorative justice programs</p> <p>\$3,900 - LCFF - 5000-5999 Services and Other Operating Expenses - Contracted services and maintenance contracts - SWIS, PBIS and CICO</p> <p>\$865 - LCFF - 5000-5999 Services and Other Operating Expenses - Support for PBIS Implementation</p> <p>\$0 - LCFF - 4000-4999 Books and Supplies - Additional supplies for identified homeless student population</p> <p>\$37,929 - LCFF - 1000-1999 Certificated Salaries - Director of Pupil Personnel Services Salary portion of salary to implement services</p>
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	<p>\$9,569 - LCFF - 3000-3999 Employee Benefits - Director of Pupil Personnel Services benefits portion of salary to implement services</p> <p>\$54,254 - LCFF - 2000-2999 Classified Salaries - Pupil Services Technician to provide support for increasing student attendance</p> <p>\$24,338 - LCFF - 3000-3999 Employee Benefits - Pupil Services Technician to provide support for increasing student attendance</p>	<p>\$10,561 - LCFF - 3000-3999 Employee Benefits - Director of Pupil Personnel Services benefits portion of salary to implement services</p> <p>\$59,848 - LCFF - 2000-2999 Classified Salaries - Pupil Services Technician to provide support for increasing student attendance</p> <p>\$20,721 - LCFF - 3000-3999 Employee Benefits - Pupil Services Technician to provide support for increasing student attendance</p>
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Action 3

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>School Safety and Wellness:</p> <ul style="list-style-type: none"> • School Resource Officer (SRO) • Crossing Guards • Transportation: additional route for student safety • Additional staff sessions/days for professional development and safety/wellness activities • Campus Supervision and Security Structures/Equipment/Technology • Health Techs increased hours and duties to provide greater service to students and families • Reduced ratios for School Nurses and lower pupil to nurse ratio • District Dietitian to support wellness policy • Implementation of District Dental Clinic • Additional Custodial Support to ensure facilities are clean, well maintained and in good general repair. 	<p>\$48,000 - LCFF - 5000-5999 Services and Other Operating Expenses - School Resource Office annual contracted services and additional supports</p> <p>\$13,000 - LCFF - 4000-4999 Books and Supplies - SRO related program supplies, materials and communication</p> <p>\$282,000 - LCFF - 5000-5999 Services and Other Operating Expenses - Contracted Crossing Guard services</p> <p>\$220,744 - LCFF - 2000-2999 Classified Salaries - Campus Security</p> <p>\$115,246 - LCFF - 3000-3999 Employee Benefits - Campus Security</p> <p>\$627,426 - LCFF - 2000-2999 Classified Salaries - Campus Monitors</p> <p>\$184,313 - LCFF - 3000-3999 Employee Benefits - Campus Monitors</p> <p>\$2,000 - LCFF - 5000-5999 Services and Other Operating Expenses - Professional Development for Campus Security</p> <p>\$301,312 - LCFF - 1000-1999 Certificated Salaries - School Nurses salary</p> <p>\$87,818 - LCFF - 3000-3999 Employee Benefits - School Nurses benefits</p> <p>\$12,000 - LCFF - 4000-4999 Books and</p>	<p>\$12,142 - LCFF - 5000-5999 Services and Other Operating Expenses - School Resource Office annual contracted services and additional supports</p> <p>\$26,746 - LCFF - 4000-4999 Books and Supplies - SRO related program supplies, materials and communication</p> <p>\$180,139 - LCFF - 5000-5999 Services and Other Operating Expenses - Contracted Crossing Guard services</p> <p>\$159,846 - LCFF - 2000-2999 Classified Salaries - Campus Security</p> <p>\$43,605 - LCFF - 3000-3999 Employee Benefits - Campus Security</p> <p>\$796,707 - LCFF - 2000-2999 Classified Salaries - Campus Monitors</p> <p>\$212,897 - LCFF - 3000-3999 Employee Benefits - Campus Monitors</p> <p>\$0 - LCFF - 5000-5999 Services and Other Operating Expenses - Professional Development for Campus Security</p> <p>\$327,577 - LCFF - 1000-1999 Certificated Salaries - School Nurses salary</p> <p>\$97,334 - LCFF - 3000-3999 Employee Benefits - School Nurses benefits</p> <p>\$225 - LCFF - 4000-4999 Books and</p>

	<p>Supplies - Nurse supplies, printed materials, communications, equipment purchase and repair \$0 - LCFF - 5000-5999 Services and Other Operating Expenses - Nurse Conference and Travel and health related professional development \$284,990 - LCFF - 2000-2999 Classified Salaries - Health Clerk increased hours to service the school day \$184,408 - LCFF - 3000-3999 Employee Benefits - Health Clerk increased hours to service the school day \$65,501 - Other Federal Funds - 2000-2999 Classified Salaries - District Dietician \$19,525 - Other Federal Funds - 3000-3999 Employee Benefits - District Dietician \$18,220 - LCFF - 2000-2999 Classified Salaries - District Dietician \$7,032 - LCFF - 3000-3999 Employee Benefits - District Dietician \$32,025 - LCFF - 2000-2999 Classified Salaries - Additional bus route \$17,808 - LCFF - 3000-3999 Employee Benefits - Additional bus route \$233,939 - LCFF - 2000-2999 Classified Salaries - Custodial Salary for daily cleaning \$68,722 - LCFF - 3000-3999 Employee Benefits - Custodial benefits for daily cleaning \$22,500 - LCFF - 4000-4999 Books and Supplies - Transfinder Software System, Zonar Hardware, and Document Tracking System</p>	<p>Supplies - Nurse supplies, printed materials, communications, equipment purchase and repair \$225 - LCFF - 5000-5999 Services and Other Operating Expenses - Nurse Conference and Travel and health related professional development \$302,632 - LCFF - 2000-2999 Classified Salaries - Health Clerk increased hours to service the school day \$138,149 - LCFF - 3000-3999 Employee Benefits - Health Clerk increased hours to service the school day \$75,176 - Other Federal Funds - 2000-2999 Classified Salaries - District Dietician \$29,768 - Other Federal Funds - 3000-3999 Employee Benefits - District Dietician \$18,832 - LCFF - 2000-2999 Classified Salaries - District Dietician \$7,455 - LCFF - 3000-3999 Employee Benefits - District Dietician \$30,237 - LCFF - 2000-2999 Classified Salaries - Additional bus route \$16,180 - LCFF - 3000-3999 Employee Benefits - Additional bus route \$212,438 - LCFF - 2000-2999 Classified Salaries - Custodial Salary for daily cleaning \$51,228 - LCFF - 3000-3999 Employee Benefits - Custodial benefits for daily cleaning \$18,629 - LCFF - 4000-4999 Books and Supplies - Transfinder Software System, Zonar Hardware, and Document Tracking System</p>
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Action 4

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
For Actions/Services included as contributing to meeting Increased or Improved Services Requirement	\$20,000 - LCFF - 1000-1999 Certificated Salaries - Extra-Duty and release time \$4,335 - LCFF - 3000-3999 Employee	\$0 - LCFF - 1000-1999 Certificated Salaries - Extra-Duty and release time \$0 - LCFF - 3000-3999 Employee

<p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>Student Learning Events</p> <ul style="list-style-type: none"> • Events that focus on <i>21st Century Learning Skills</i>: Critical Thinking, Collaboration and Teamwork, Creativity and Imagination, and Problem Solving • Provide opportunities for students to participate in district-wide events such as Speak-Up, Math Field Day, Visual and Performing Arts Celebrations, and I'm Going to College events • Reading Is Fundamental student and family literacy participation 	<p>Benefits - Extra-Duty Release Time \$6,000 - LCFF - 2000-2999 Classified Salaries - Extra-Duty and release time \$1,762 - LCFF - 3000-3999 Employee Benefits - Extra-Duty and release time \$95,000 - Federal Revenues - Title I - 4000-4999 Books and Supplies - Set-up materials, t-shirts, RIF, and other supplies needed to support student and community participation \$5,000 - LCFF - 4000-4999 Books and Supplies - Supplies and Materials</p>	<p>Benefits - Extra-Duty Release Time \$0 - LCFF - 2000-2999 Classified Salaries - Extra-Duty and release time \$0 - LCFF - 3000-3999 Employee Benefits - Extra-Duty and release time \$9,756 - LCFF - 4000-4999 Books and Supplies - Set-up materials, t-shirts, RIF, and other supplies needed to support student and community participation \$15 - LCFF - 4000-4999 Books and Supplies - Supplies and Materials</p>
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Action 5

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>Technology Infrastructure Upgrades and Ongoing Support</p> <ul style="list-style-type: none"> • Wireless Upgrades: hardware and cabling • Cloud-based solutions; training and software • School Intercom/PA Systems/Cameras • District and Site Technology Technicians and Data Technicians 	<p>\$74,235 - LCFF - 2000-2999 Classified Salaries - District Technology Technicians \$38,607 - LCFF - 3000-3999 Employee Benefits - District Technology Technicians benefits \$71,744 - LCFF - 2000-2999 Classified Salaries - District Data Technician \$29,475 - LCFF - 3000-3999 Employee Benefits - District Data Technician \$70,000 - LCFF - 5000-5999 Services and Other Operating Expenses - Contracted services single sign on/Active Directory, firewall, Aerohive, etc. \$140,000 - LCFF - 5000-5999 Services and Other Operating Expenses - Expansion of internet to all District facilities, cabling, and wireless management contracts \$35,500 - LCFF - 5000-5999 Services and Other Operating Expenses - CISCO</p>	<p>\$50,215 - LCFF - 2000-2999 Classified Salaries - District Technology Technicians \$21,152 - LCFF - 3000-3999 Employee Benefits - District Technology Technicians benefits \$75,571 - LCFF - 2000-2999 Classified Salaries - District Data Technician \$32,119 - LCFF - 3000-3999 Employee Benefits - District Data Technician \$300 - LCFF - 5000-5999 Services and Other Operating Expenses - Contracted services single sign on/Active Directory, firewall, Aerohive, etc. \$86,145 - LCFF - 5000-5999 Services and Other Operating Expenses - Expansion of internet to all District facilities, cabling, and wireless management contracts \$13,470 - LCFF - 5000-5999 Services and Other Operating Expenses - CISCO Core/iBoss/Web Filtering</p>

	<p>Core/iBoss/Web Filtering \$15,000 - LCFF - 5000-5999 Services and Other Operating Expenses - IT Professional Development and Conferences \$550,528 - LCFF - 2000-2999 Classified Salaries - Site Technology Technicians \$262,523 - LCFF - 3000-3999 Employee Benefits - Site Technology Technicians \$41,752 - LCFF - 1000-1999 Certificated Salaries - Director Student Support, Technology and Assessment \$11,302 - LCFF - 3000-3999 Employee Benefits - Director Student Support, Technology and Assessment</p>	<p>\$0 - LCFF - 5000-5999 Services and Other Operating Expenses - IT Professional Development and Conferences \$543,765 - LCFF - 2000-2999 Classified Salaries - Site Technology Technicians \$225,338 - LCFF - 3000-3999 Employee Benefits - Site Technology Technicians \$45,515 - LCFF - 1000-1999 Certificated Salaries - Director Student Support, Technology and Assessment \$12,674 - LCFF - 3000-3999 Employee Benefits - Director Student Support, Technology and Assessment</p>
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Action 6

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>Class Size Reduction and Community Outreach:</p> <ul style="list-style-type: none"> • Reduce class size in intervention classes at the Middle/Intermediate school level • Community engagement programs 	<p>\$207,514 - LCFF - 1000-1999 Certificated Salaries - Middle School intervention teacher \$59,985 - LCFF - 3000-3999 Employee Benefits - Middle School intervention teacher \$15,000 - LCFF - 4000-4999 Books and Supplies - Communications materials and mailings</p>	<p>\$189,344 - LCFF - 1000-1999 Certificated Salaries - Middle School intervention teacher \$56,865 - LCFF - 3000-3999 Employee Benefits - Middle School intervention teacher \$0 - LCFF - 4000-4999 Books and Supplies - Communications materials and mailings</p>

Action 7

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: Foster Youth, Low Income</p>	<p>\$22,554 - LCFF - 5000-5999 Services and Other Operating Expenses - Contracted services, transportation and admissions</p>	<p>\$843 - LCFF - 5000-5999 Services and Other Operating Expenses - Contracted services, transportation and admissions</p>

<p>Scope of Service: LEA-wide</p> <p>Location: Specific Schools: Kranz Intermediate, Madrid Middle and Monte Vista Schools; Specific Grade Spans: 7th - 8th grades</p> <p>At-Risk Student Engagement</p> <ul style="list-style-type: none"> • Top Sail Program for at-risk students • Trips, activities, and school selected programs for identified students 		
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Action 8

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>Base Level Programs and Services</p> <ul style="list-style-type: none"> • Director of Student Support, Technology and Assessment • Base bus transportation routes and drivers • Regular, every-other-day, custodial services 	<p>\$94,331 - LCFF - 1000-1999 Certificated Salaries - Director of Student Support, Technology and Assessment \$23,223 - LCFF - 3000-3999 Employee Benefits - Director of Student Support, Technology and Assessment \$1,264,048 - LCFF - 2000-2999 Classified Salaries - Base Custodians \$437,862 - LCFF - 3000-3999 Employee Benefits - Base Custodians \$324,651 - LCFF - 2000-2999 Classified Salaries - Bus Driver \$156,712 - LCFF - 3000-3999 Employee Benefits - Bus Drivers</p>	<p>\$0 - LCFF - 1000-1999 Certificated Salaries - Director of Student Support, Technology and Assessment \$0 - LCFF - 3000-3999 Employee Benefits - Director of Student Support, Technology and Assessment \$0 - LCFF - 2000-2999 Classified Salaries - Base Custodians \$0 - LCFF - 3000-3999 Employee Benefits - Base Custodians \$0 - LCFF - 2000-2999 Classified Salaries - Bus Driver \$0 - LCFF - 3000-3999 Employee Benefits - Bus Drivers</p>

Action 9

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p>	<p>\$18,000 - LCFF - 1000-1999 Certificated Salaries - Extra-Duty for sports, clubs, and wellness programs \$3,901 - LCFF - 3000-3999 Employee Benefits - Extra-Duty for sports, clubs, and wellness programs \$5,000 - LCFF - 2000-2999 Classified Salaries - Extra-Duty for sports, clubs,</p>	<p>\$20,193 - LCFF - 1000-1999 Certificated Salaries - Extra-Duty for sports, clubs, and wellness programs \$4,878 - LCFF - 3000-3999 Employee Benefits - Extra-Duty for sports, clubs, and wellness programs \$94 - LCFF - 2000-2999 Classified Salaries - Extra-Duty for sports, clubs,</p>

After School Sports, Wellness Activities, and Clubs

- Afterschool sports program
- Soccer for Success
- Club programs

and wellness programs

\$1,482 - LCFF - 3000-3999 Employee Benefits - Extra-Duty for sports, clubs, and wellness programs
 \$11,000 - LCFF - 4000-4999 Books and Supplies - Supplies and Materials for sports, clubs, El Monte Swim, and wellness programs

and wellness programs

\$28 - LCFF - 3000-3999 Employee Benefits - Extra-Duty for sports, clubs, and wellness programs
 \$7,250 - LCFF - 4000-4999 Books and Supplies - Supplies and Materials for sports, clubs, El Monte Swim, and wellness programs

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

Actions and services outlined in Goal III continued and were transitioned to being offered in a distance-learning format. Services such as crossing guards, School Resource Officers, and custodial support were continued to ensure safety and support for families as they picked up devices, instructional materials, and meals each week. Other services such as counseling and foster-youth support services transitioned fully online or through other distance learning methods as appropriate to each student and their family.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

The greatest challenges were in providing actions and services that were required to be in-person, including sports and club programs, trips, student after-school learning events. Many of these activities were supplemented with online enrichment programs in Goal I. However, as a school district, being mindful of the number of online screen hours students were being required to have was considered when deciding whether to offer additional planned activities online. All other actions and services were successfully implemented through various methods.

Goal 4

IV: Family and Community Partnerships

All families feel welcome at their students' schools, and engaged in their students achievement, building family capacity to support and advocate for their children.

State and/or Local Priorities Addressed by this goal:

State Priorities: 3. Parent involvement; 4. Pupil achievement; 6. School climate
Local Priorities:

Annual Measurable Outcomes

	Expected	Actual
Family Engagement Participation 2019-20 Rate	832 families: Family Field Trips (2019-2020) 6,210 (maintain) families: Parent Conferences (2019-2020)	275 families: Family Field Trips 2019-2020 - (NOT MET due to pandemic restrictions) Not available families: Parent Conferences by 2019-2020 - (NOT MET due to pandemic restrictions)
Parent Surveys: Percentage of parents who feel welcome at school (annual district survey)	2019-20 81% Parents feel welcome at school (Spring 2017) 87% Parents feel the District helps to provide community resources	87.5% Parents feel welcome at school Spring 2020 (MET) 75% Parents feel the District helps to provide community resources Spring 2020 (NOT MET)

Actions / Services

Action 1

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>Family Engagement Staff Support:</p> <ul style="list-style-type: none"> • District Community Liaison to implement family engagement programs • School Site Community Liaisons • School Site Library Technicians 	<p>\$23,155 - Federal Revenues - Title III - 2000-2999 Classified Salaries - District Community Liaison multi-funded Title III</p> <p>\$10,313 - Federal Revenues - Title III - 3000-3999 Employee Benefits - District Community Liaison multi-funded Title III</p> <p>\$23,155 - Federal Revenues - Title I - 2000-2999 Classified Salaries - District Community Liaison multi-funded Title I</p> <p>\$10,313 - Federal Revenues - Title I - 3000-3999 Employee Benefits - District Community Liaison multi-funded Title I</p> <p>\$204,792 - Federal Revenues - Title I - 2000-2999 Classified Salaries - School Site Community Liaisons</p> <p>\$106,928 - Federal Revenues - Title I - 3000-3999 Employee Benefits - School Site Community Liaisons</p> <p>\$137,503 - Federal Revenues - Title I - 2000-2999 Classified Salaries - Library Technicians</p> <p>\$71,090 - Federal Revenues - Title I - 3000-3999 Employee Benefits - Library Technicians multi-funded</p>	<p>\$17,773 - Federal Revenues - Title III - 2000-2999 Classified Salaries - District Community Liaison multi-funded Title III</p> <p>\$7,974 - Federal Revenues - Title III - 3000-3999 Employee Benefits - District Community Liaison multi-funded Title III</p> <p>\$38,730 - Federal Revenues - Title I - 2000-2999 Classified Salaries - District Community Liaison multi-funded Title I</p> <p>\$18,009 - Federal Revenues - Title I - 3000-3999 Employee Benefits - District Community Liaison multi-funded Title I</p> <p>\$367,770 - Federal Revenues - Title I - 2000-2999 Classified Salaries - School Site Community Liaisons</p> <p>\$191,283 - Federal Revenues - Title I - 3000-3999 Employee Benefits - School Site Community Liaisons</p> <p>\$136,060 - Federal Revenues - Title I - 2000-2999 Classified Salaries - Library Technicians</p> <p>\$63,551 - Federal Revenues - Title I - 3000-3999 Employee Benefits - Library Technicians multi-funded</p>

Action 2

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p>	<p>\$187,197 - Federal Revenues - Title I - 2000-2999 Classified Salaries - Community Liaison Salary additional hours of service</p> <p>\$111,044 - Federal Revenues - Title I - 3000-3999 Employee Benefits - Community Liaison Benefits additional hours of service</p>	<p>\$136,060 - Federal Revenues - Title I - 2000-2999 Classified Salaries - Community Liaison Salary additional hours of service</p> <p>\$63,551 - Federal Revenues - Title I - 3000-3999 Employee Benefits - Community Liaison Benefits additional hours of service</p>

<p>Location: All Schools</p> <p>Extended Service Hours</p> <ul style="list-style-type: none"> • Library Technicians and Community Liaisons • Extended hours for community liaisons • Extended hours for library technicians • Technology to implement services • Supplies and materials to implement services • Low income and English Learner students will receive priority for participation in programs such as library services and training by the Community Liaisons and Library Technicians 	<p>\$291,757 - LCFF - 2000-2999 Classified Salaries - Library Technicians Salary additional hours of service</p> <p>\$136,107 - LCFF - 3000-3999 Employee Benefits - Library Technicians Benefits additional hours of service</p> <p>\$6,000 - LCFF - 4000-4999 Books and Supplies - Supplies, Materials and Technology Purchases</p>	<p>\$291,770 - LCFF - 2000-2999 Classified Salaries - Library Technicians Salary additional hours of service</p> <p>\$142,543 - LCFF - 3000-3999 Employee Benefits - Library Technicians Benefits additional hours of service</p> <p>\$0 - LCFF - 4000-4999 Books and Supplies - Supplies, Materials and Technology Purchases</p>
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Action 3

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>Family Engagement Programs</p> <ul style="list-style-type: none"> • Implementation of State Family Engagement Framework strategies • Family Professional Development, Conferences, Workshops • Develop educators, families and parents as leaders • Build family literacy and facilitate programs to help families completing formal education in their native language • Community Events: Evening workshops, Fatherhood Initiative, Community Health Fair • Community Resource and Family Engagement Center: include services such as family library, community schools services, wellness center, district homework and study center • Clerical Support 	<p>\$285,000 - LCFF - 5000-5999 Services and Other Operating Expenses - MVSD Community Resource and Family Engagement Center lease agreement and maintenace</p> <p>\$4,000 - LCFF - 1000-1999 Certificated Salaries - Extra-Duty for family workshops and events</p> <p>\$868 - LCFF - 3000-3999 Employee Benefits - Extra-Duty for family workshops and events</p> <p>\$5,000 - LCFF - 2000-2999 Classified Salaries - Extra-Duty for family workshops and events</p> <p>\$1,469 - LCFF - 3000-3999 Employee Benefits - Extra-Duty Benefits for family workshops and events</p> <p>\$10,000 - LCFF - 4000-4999 Books and Supplies - Materials and Supplies to support family workshops and events</p> <p>\$20,000 - LCFF - 5000-5999 Services and Other Operating Expenses - Contracted Services for workshops and events (CABE, Biliteracy)</p> <p>\$32,382 - LCFF - 2000-2999 Classified Salaries - Family Center Community</p>	<p>\$228,000 - LCFF - 5000-5999 Services and Other Operating Expenses - MVSD Community Resource and Family Engagement Center lease agreement and maintenace</p> <p>\$8,768 - LCFF - 1000-1999 Certificated Salaries - Extra-Duty for family workshops and events</p> <p>\$1,975 - LCFF - 3000-3999 Employee Benefits - Extra-Duty for family workshops and events</p> <p>\$7,801 - LCFF - 2000-2999 Classified Salaries - Extra-Duty for family workshops and events</p> <p>\$1,743 - LCFF - 3000-3999 Employee Benefits - Extra-Duty Benefits for family workshops and events</p> <p>\$12,344 - LCFF - 4000-4999 Books and Supplies - Materials and Supplies to support family workshops and events</p> <p>\$8,785 - LCFF - 5000-5999 Services and Other Operating Expenses - Contracted Services for workshops and events (CABE, Biliteracy)</p> <p>\$39,291 - LCFF - 2000-2999 Classified Salaries - Family Center Community</p>

	Liaison \$17,913 - LCFF - 3000-3999 Employee Benefits - Family Center Community Liaison \$33,259 - LCFF - 4000-4999 Books and Supplies - Partnership Action Team Plan site allocations to implement family events	Liaison \$9,120 - LCFF - 3000-3999 Employee Benefits - Family Center Community Liaison \$10,911 - LCFF - 4000-4999 Books and Supplies - Partnership Action Team Plan site allocations to implement family events
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Action 4

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>Family Engagement TOSA</p> <ul style="list-style-type: none"> • Provides families with strategies to support and encourage the academic achievement of their children under the Director of Family Engagement and Extended Learning • Develops, coordinates, and evaluates strategies and services provided to families and students, aligned to academic achievements and whole-child development • Develops and provides workshops to families and students that support the whole-child 	<p>\$108,346 - LCFF - 1000-1999 Certificated Salaries - Family Engagement TOSA \$30,987 - LCFF - 3000-3999 Employee Benefits - Family Engagement TOSA \$17,184 - Federal Revenues - Title I - 1000-1999 Certificated Salaries - Director of Family Engagement and Extended Learning \$4,215 - Federal Revenues - Title I - 3000-3999 Employee Benefits - Director of Family Engagement and Extended Learning \$56,789 - LCFF - 1000-1999 Certificated Salaries - Director of Family Engagement and Extended Learning \$15,310 - LCFF - 3000-3999 Employee Benefits - Director of Family Engagement and Extended Learning \$50,767 - LCFF - 2000-2999 Classified Salaries - Secretary II - Family Engagement \$19,404 - LCFF - 3000-3999 Employee Benefits - Secretary II - Family Engagement \$10,000 - LCFF - 4000-4999 Books and Supplies - District-wide program supplies and materials</p>	<p>\$111,343 - LCFF - 1000-1999 Certificated Salaries - Family Engagement TOSA \$34,402 - LCFF - 3000-3999 Employee Benefits - Family Engagement TOSA \$13,249 - Federal Revenues - Title I - 1000-1999 Certificated Salaries - Director of Family Engagement and Extended Learning \$4,076 - Federal Revenues - Title I - 3000-3999 Employee Benefits - Director of Family Engagement and Extended Learning \$42,398 - LCFF - 1000-1999 Certificated Salaries - Director of Family Engagement and Extended Learning \$13,041 - LCFF - 3000-3999 Employee Benefits - Director of Family Engagement and Extended Learning \$46,674 - LCFF - 2000-2999 Classified Salaries - Secretary II - Family Engagement \$23,232 - LCFF - 3000-3999 Employee Benefits - Secretary II - Family Engagement \$600 - LCFF - 4000-4999 Books and Supplies - District-wide program supplies and materials</p>

Action 5

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>Family Field Trips -</p> <ul style="list-style-type: none"> • Family trips that support the State Family Engagement Framework • Development of District database for field trips based on the El Monte Promise Foundation Milestones 	<p>\$20,000 - LCFF - 5000-5999 Services and Other Operating Expenses - Trips to support family engagement, including travel, conference, admissions and related expenditures</p>	<p>\$2,282 - LCFF - 5000-5999 Services and Other Operating Expenses - Trips to support family engagement, including travel, conference, admissions and related expenditures</p>

Action 6

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>Technology-enhanced, parent notification system</p> <ul style="list-style-type: none"> • District Website and Mobile App with parent access to update student information, student grades, classroom assignments and email or text communication links. 	<p>\$0 - LCFF - 5000-5999 Services and Other Operating Expenses - Upgrade parent portals and provide access to online registration</p> <p>\$35,000 - LCFF - 5000-5999 Services and Other Operating Expenses - District App, communicate system and website</p>	<p>\$0 - LCFF - 5000-5999 Services and Other Operating Expenses - Upgrade parent portals and provide access to online registration</p> <p>\$38,126 - LCFF - 5000-5999 Services and Other Operating Expenses - District App, communicate system and website</p>

Action 7

Planned
Actions/Services

Budgeted
Expenditures

Actual
Expenditures

For Actions/Services included as contributing to meeting Increased or Improved Services Requirement

Students to be Served: English Learners, Foster Youth, Low Income

Scope of Service: LEA-wide

Location: All Schools

Parent Workshops and Community Outreach

- Develop family and community programs to support academic development, community involvement, health and wellness education, health services, and social services

\$35,000 - LCFF - 5000-5999 Services and Other Operating Expenses - Family Center programs
 \$50,000 - LCFF - 4000-4999 Books and Supplies - Family Center Supplies and Materials
 \$30,903 - Federal Revenues - Title I - 4000-4999 Books and Supplies - Parental Involvement Supplies
 \$10,000 - LCFF - 5000-5999 Services and Other Operating Expenses - Multi-lingual Community Outreach

\$48,420 - LCFF - 5000-5999 Services and Other Operating Expenses - Family Center programs
 \$70,238 - LCFF - 4000-4999 Books and Supplies - Family Center Supplies and Materials
 \$7,278 - Federal Revenues - Title I - 4000-4999 Books and Supplies - Parental Involvement Supplies
 \$17,328 - LCFF - 5000-5999 Services and Other Operating Expenses - Multi-lingual Community Outreach

Action 8

Planned
Actions/Services

Budgeted
Expenditures

Actual
Expenditures

For Actions/Services included as contributing to meeting Increased or Improved Services Requirement

Students to be Served: English Learners, Foster Youth, Low Income

Scope of Service: LEA-wide

Location: All Schools

Base Level Instructional and Programmatic Support for Targeted Student Groups

- Director of Family Engagement and Extended Learning

\$28,395 - LCFF - 1000-1999 Certificated Salaries - Director of Family Engagement and Extended Learning
 \$7,655 - LCFF - 3000-3999 Employee Benefits - Director of Family Engagement and Extended Learning

\$21,199 - LCFF - 1000-1999 Certificated Salaries - Director of Family Engagement and Extended Learning
 \$6,521 - LCFF - 3000-3999 Employee Benefits - Director of Family Engagement and Extended Learning

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

The majority of family engagement actions and services planned in Goal IV for the 2019-2020 school year were implemented. Services provided by the Family Engagement Teacher on Special Assignment, community liaisons, and library technicians transitioned to online programs, providing:

- online read-alouds and library sessions.
- home visits to support families accessing learning, community services, and meal programs.

- weekly food pantry distributions at the MVSD Family Center.
- materials distributions.
- outreach and wellness calls and student check-ups.

Parents continued to engage with schools by

- Participated in the Parent Involvement Academy
- Transitioning to Virtual Workshops to complete the Leadership Academy Modules.
- Attending Virtual training on accessing the Zoom platform and managing virtual presentations.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Goal IV successes include mobilizing MVSD staff to conduct outreach and support services for students and families beginning immediately in March 2020. The greatest challenges were providing access to two way communication systems, as well as developing avenues for soliciting input from all parents and families that were equitable and understandable. It was also challenging to provide families with end-of-year in-person programs and celebrations. Also, locating families who moved or stopped engaging in learning safely with home visits posed challenges that were mitigated through collaboration with City and community services.

Additional successes within Goal IV included MVSD staff conducting email drives, helping parents access email accounts and registering them in our MVSD Information System, allowing for easier channels of communication. Staff also conducted Zoom Workshops prior to meetings to teach parents how to access Zoom and be able to participate in Leadership Committees and provide input through digital surveys, Zoom chats, and Zoom polls. Community Liaisons and other staff provided support to parents to help them access virtual end of year celebrations and locate other resources. Digital Family Engagement Newsletters provided easily accessible links to informational meetings, community resources, and online information.

Expenditure Summary

Expenditures by Budget Category		
Budget Category	2019 Annual Update Budgeted	2019 Annual Update Actual Expenditure
All Budget Categories	\$71,754,493	\$62,249,330
1000-1999 Certificated Salaries	43,096,074	39,360,076
2000-2999 Classified Salaries	6,729,224	4,750,362
3000-3999 Employee Benefits	14,975,250	14,330,469
4000-4999 Books and Supplies	2,504,047	1,383,407
5000-5999 Services and Other Operating Expenses	4,449,898	2,425,016

Expenditures by Funding Source		
Funding Source	2019 Annual Update Budgeted	2019 Annual Update Actual Expenditure
All Funding Sources	\$71,754,493	\$62,249,330
Teacher Effectiveness	0	0
After School Education & Safety	10,310	10,395
Federal Revenues - Title I	2,431,221	1,702,587
Federal Revenues - Title II	516,321	417,229
Federal Revenues - Title III	175,925	144,539
Other Federal Funds	3,542,527	3,620,105
Other State Revenues	16,509,793	13,029,037
Other Local Revenues	145,000	0
LCFF Base/Not Contributing to Increased or Improved Services	28,992,663	27,784,535
LCFF S & C/Contributing to Increased or Improved Services	19,430,733	15,540,903

Expenditures by Budget Category and Funding Source			
Budget Category	Funding Source	2019 Annual Update Budgeted	2019 Annual Update Actual Expenditure
All Budget Categories	All Funding Sources	\$71,754,493	\$62,249,330
1000-1999 Certificated Salaries	After School Education & Safety	10,310	7,950
1000-1999 Certificated Salaries	Federal Revenues - Title I	522,155	522,233
1000-1999 Certificated Salaries	Federal Revenues - Title II	0	315,753
1000-1999 Certificated Salaries	Federal Revenues - Title III	104,909	89,652
1000-1999 Certificated Salaries	Other Federal Funds	1,972,615	2,009,200
1000-1999 Certificated Salaries	Other State Revenues	12,245,703	9,338,222
1000-1999 Certificated Salaries	LCFF Base/Not Contributing to Increased or Improved Services	21,162,903	21,289,646
1000-1999 Certificated Salaries	LCFF S & C/Contributing to Increased or Improved Services	7,077,479	5,787,420
2000-2999 Classified Salaries	Federal Revenues - Title I	552,647	678,620
2000-2999 Classified Salaries	Federal Revenues - Title III	23,155	17,773
2000-2999 Classified Salaries	Other Federal Funds	331,295	157,563
2000-2999 Classified Salaries	Other State Revenues	16,483	5,216
2000-2999 Classified Salaries	LCFF Base/Not Contributing to Increased or Improved Services	1,649,653	0
2000-2999 Classified Salaries	LCFF S & C/Contributing to Increased or Improved Services	4,155,991	3,891,190
3000-3999 Employee Benefits	After School Education & Safety	0	2,445
3000-3999 Employee Benefits	Federal Revenues - Title I	678,753	486,223
3000-3999 Employee Benefits	Federal Revenues - Title II	516,321	101,476
3000-3999 Employee Benefits	Federal Revenues - Title III	47,861	37,114
3000-3999 Employee Benefits	Other Federal Funds	703,498	690,591
3000-3999 Employee Benefits	Other State Revenues	3,219,543	3,591,187
3000-3999 Employee Benefits	LCFF Base/Not Contributing to Increased or Improved Services	6,180,107	6,494,889

3000-3999 Employee Benefits	LCFF S & C/Contributing to Increased or Improved Services	3,629,167	2,926,544
4000-4999 Books and Supplies	Federal Revenues - Title I	125,903	7,278
4000-4999 Books and Supplies	Other Federal Funds	392,266	408,193
4000-4999 Books and Supplies	Other State Revenues	1,013,434	79,113
4000-4999 Books and Supplies	LCFF S & C/Contributing to Increased or Improved Services	972,444	888,823
5000-5999 Services and Other Operating Expenses	Teacher Effectiveness	0	0
5000-5999 Services and Other Operating Expenses	Federal Revenues - Title I	551,763	8,233
5000-5999 Services and Other Operating Expenses	Other Federal Funds	142,853	354,558
5000-5999 Services and Other Operating Expenses	Other State Revenues	14,630	15,299
5000-5999 Services and Other Operating Expenses	Other Local Revenues	145,000	0
5000-5999 Services and Other Operating Expenses	LCFF S & C/Contributing to Increased or Improved Services	3,595,652	2,046,926

Annual Update Expenditures by Goal and Funding Source		
Funding Source	2019 Annual Update Budgeted	2019 Annual Update Actual Expenditure

Goal 1:

I: Academic Success for All Students

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.

All Funding Sources	\$58,663,645	\$52,878,804
After School Education & Safety	10,310	10,395
Federal Revenues - Title I	998,879	281,250
Federal Revenues - Title II	516,321	417,229
Other Federal Funds	3,457,501	3,515,161

Other State Revenues	16,236,312	12,790,011
LCFF Base/Not Contributing to Increased or Improved Services	26,572,004	27,784,535
LCFF S & C/Contributing to Increased or Improved Services	10,872,318	8,080,223

Goal 2:

II: English Learner, Foster Youth, and Special Education/English Learner Student Success

Each specially identified learner will become English proficient and academically successful.

All Funding Sources	\$1,521,725	\$1,413,061
Federal Revenues - Title III	142,457	118,792
LCFF Base/Not Contributing to Increased or Improved Services	119,832	0
LCFF S & C/Contributing to Increased or Improved Services	1,259,436	1,294,269

Goal 3:

III: Supports for Learning

Each student will be provided a safe, well maintained, and social-emotionally supportive learning environment through a multi-tiered system of supports.

All Funding Sources	\$9,309,923	\$5,653,246
Federal Revenues - Title I	528,018	381,720
Other Federal Funds	85,026	104,944
Other State Revenues	273,481	239,026
Other Local Revenues	145,000	0
LCFF Base/Not Contributing to Increased or Improved Services	2,300,827	0
LCFF S & C/Contributing to Increased or Improved Services	5,977,571	4,927,556

Goal 4:

IV: Family and Community Partnerships

All families feel welcome at their students' schools, and engaged in their students achievement, building family capacity to support and advocate for their children.

All Funding Sources	\$2,259,200	\$2,304,219
Federal Revenues - Title I	904,324	1,039,617
Federal Revenues - Title III	33,468	25,747
LCFF S & C/Contributing to Increased or Improved Services	1,321,408	1,238,855

Mountain View School District Annual Update for the 2020-21 Learning Continuity and Attendance Plan

The following is the local educational agency's (LEA's) analysis of its 2020-21 Learning Continuity and Attendance Plan (Learning Continuity Plan).

In-Person Instructional Offerings

Actions Related to In-Person Instructional Offerings

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Professional development, collaboration, and planning to support literacy development and language acquisition; including release time, support staff, and services. (1.3)	\$1,948,096	\$2,109,172	Y
English Language Arts professional development and planning to support identified student groups in the use of learning tools and supplemental strategies. (1.4)	\$741,679	\$729,664	Y
Engineering, science, arts, and STEAM programs. (1.6, 1.8, 1.9)	\$344,733	\$391,260	Y
Mathematics professional development to support identified student groups in the use of learning tools and supplemental strategies. (1.10)	\$738,951	\$802,554	Y
Middle School and Elementary AVID programs. (1.11)	\$88,219	\$307,807	Y
Summer and extended learning opportunities providing enrichment, intervention support, learning mitigation loss, attendance, and family outreach.	\$238,291	\$632,255	Y
Instructional support programs and staff including transitional kindergarten, instructional assistance, and support staff to support unduplicated students and those with unique learning needs. (1.15)	\$3,542,981	\$2,886,846	Y
Teacher reimbursement for the purchase of supplemental instructional materials. (1.18)	\$33,000	\$165,000	Y
In-classroom instructional labs	\$1,500,000	\$0	N
Supplies and materials to support the continuity of instruction at each school site during COVID-19: hand-washing stations, touchless water stations, outdoor cooling stations, and other supplies.	\$1,900,000	\$2,637,760	N

Devices for classroom instruction	\$1,500,000	\$878,829	N
Certificated Staff Devices to support instructional delivery (1.7)	\$120,000	\$440,512	Y

A description of any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions.

Substantive difference in planned actions and services were primarily due to being responsive to conditions as they presented themselves during the pandemic, to community surveys of needs, and assessment data. Summer program offerings were expanded to support student learning and social-emotional development; especially for students who did not have the opportunity to attend in-person instruction in during the year or for sufficient time during the preceding year. Services that were not offered during this school year were determined not to be in the best interest of unduplicated students as the nature of distance/virtual learning transitioning into in-person unfolded throughout the year or are not planned for future years as the LCFF S&C funds planned for unduplicated students have been committed to continue supporting their needs.

The following new programs were implemented.

- New to Kinder Program: for students new to the District or transitions from the Preschool program.
- Preschool Transition: for students currently attending Head Start/State Preschool and newly registered.
- THINK Summer: for students currently enrolled in TK-7th grades with a focus in the areas of mathematics, literacy, and language development.

Advancement Via Individual Determination (A.V.I.D)

The AVID program was expanded in both the middle and elementary grades. In addition to additional AVID elective sections, teachers were afforded the opportunity to attend the summer AVID Institutes to expand schoolwide implementation and AVID team development.

Summer and Extended Learning Opportunities

The summer and extended learning program normally offered was modified due to the need to provide focused remediation and to acclimate students back to in-person learning, also new programs were offered for preschool age and students new to Kindergarten. Because of the substantial nature of the changes and new programs offered, other funding sources were used to expand summer offerings to provide these opportunities to students and their families that were not included in this plan.

Transitional Kindergarten

Due to an unexpected decline in students enrolling in Transitional Kindergarten, fewer teachers were required to implement full day programs for students up to age 5 in March.

Teacher Reimbursement

Reimbursement of instructional materials to teachers to provide supplemental lessons increases. Teacher reported the need for additional materials and supplies for home distribution and virtual demonstration.

Supplies and materials during COVID-19: hand-washing stations, touchless water stations, outdoor cooling stations, and other supplies

Due to selection of the most effective materials and supplies to outfit schools with water stations, air filters, UV filters, and other items to support in-person instruction, cost exceeded planned expenditures.

Devices for Instruction

Due to manufacture delays in shipments and availability of products, some devices were not received by the end of the school year and had to be reordered for the 2021-22 school year.

In-Class Instructional Labs

Due to public health class size limitations on the number of students and physical distancing requirements, it was determined that these items were not feasible in classrooms due to space nor timeline to meet the goals of this year's plan. These services will be carried over next year.

Certificated Staff Devices

Due to increased need for staff to deliver instruction from remote locations and presentation in in-person settings, devices were required to provide instruction and instructional support services.

Analysis of In-Person Instructional Offerings

A description of the successes and challenges in implementing in-person instruction in the 2020-21 school year.

The Mountain View School District remained in distance virtual learning from August 17, 2020, until student began returning to campus on April 19, 2021. In October of 2021, the district began offering childcare to support identified students struggling to access distance virtual learning in collaboration with Think Together, further, students were attending campus for assessments and specialized services to support unique learning needs. In April 2021, the phased in return model was implemented based on community input that was collected through surveys. On April 19, 2021, Head Start Children Center students began returning in a hybrid learning model where students received distance virtual learning in the morning and students whose parents opted for in-person learning came to campus for enrichment, social-emotional learning activities, and academic support. Student who remained at home continued asynchronous learning and were provided virtual live enrichment opportunities in science, visual and performing arts, and robotics. Students attended in-person were offered the same virtual live offerings after the regular school day. Overall, the greatest challenge to offering in-person

instruction was being able to provide a balanced and equitable instructional programs based families desire for in-person and virtual programs without disrupting classes and programs already under way. The hybrid model selected met a combination of both needs. The areas of greatest success was that all in-person offerings were done safely and as families became more comfortable with the guidelines and the safety protocols, more students enrolled in the in-person instruction.

Distance Learning Program

Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Online learning programs, management systems, and supplemental materials to support online distance synchronous and asynchronous instruction.	\$500,000	\$445,911	Y
Professional development to support online distance instruction.	\$250,000	\$0	N
Additional supplemental home reading materials (physical materials and Learning Ally).	\$100,000	\$185,405	Y
Hotspots for to provide students with internet connectivity.	\$600,000	\$0	Y
Online learning curriculum for students receiving Special Education services (Unique Learning Systems).	\$25,000	\$25,000	N
Online student assessment platform to conduct virtual assessments.	\$42,000	\$48,000	N
Student devices to access online distance learning.	\$180,000	\$526,044	N
Devices for staff to provide online distance learning.	\$350,000	\$0	Y
Mobile phone service to communicate with students and families experiencing technical challenges.	\$75,000	\$0	Y
PPE supplies and materials to support in-person instruction and assessments.	\$1,300,000	\$858,106	N
Qualtrics to conduct daily health checks and screeners.	\$37,000	\$37,000	Y
Imagine Learning to support English learners and students developing academic language	\$300,000	\$9,975	Y

California Department of Education
January 2021

Family workshops to develop strategies to support distance and blended learning	\$75,000	\$106,711	Y
Devices for Classified Personnel to support online distance learning	\$186,000	\$127,838	N
Protective cases for Classified Personnel devices	\$5,900	\$0	N
ISTE 2020 Live! Conference- workshops to support online distance learning	\$6,000	\$0	N
Artist Residencies (Virtual) and Arts-related Field Trips/Performances (Virtual)	\$250,000	\$143,710	Y
Mobile Device Management	\$50,000	\$21,433	Y

A description of any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions.

Substantive difference in planned actions and services were primarily due to being responsive to conditions as they presented themselves during the pandemic, to community surveys of needs, and assessment data. Services that were not offered during this school year were determined not to be in the best interest of unduplicated students as the nature of distance/virtual learning unfolded throughout the year or are not planned for future years as the LCFF S&C funds planned for unduplicated students have been committed to continue supporting their needs.

Professional Development to Provide Online Distant Learning

Due to decreased instructional minutes defined in SB98, staff were able to attend professional development during their regular workday. Professional development sessions were provided by District staff, reducing overall costs.

HotSpots

HotSpots were provided to students through other means, including the Los Angeles Office County of Education and other benefactors.

Devices and Cases

Due to manufacture delays in shipments and availability of products, some devices were not received by the end of the school year and had to be reordered for the 2021-22 school year.

Mobile Phones

Phone devices were not required to support unduplicated students' unique needs due to other resources being available. Devices were allocated to staff to work from home through other funding sources to meet the needs of all students and families, and staff.

Imagine Learning Support for English Learners

Because of multi-year use of the Imagine Learning Program, the program was offered at a substantially discounted cost to provide continued support for English Learners districtwide.

Protective Cases for Classified Personnel Devices

Due to availability of items, these were not required for the devices that were purchased to support distance learning.

ISTE 2020 Conference

Other funds were used to support attendance of this conference.

Analysis of the Distance Learning Program

A description of the successes and challenges in implementing each of the following elements of the distance learning program in the 2020-21 school year, as applicable: Continuity of Instruction, Access to Devices and Connectivity, Pupil Participation and Progress, Distance Learning Professional Development, Staff Roles and Responsibilities, and Support for Pupils with Unique Needs.

Despite great challenges, there were tremendous successes with the implementation of distance virtual learning.

Continuity of Instruction

Successes

The instructional model selected for distance virtual learning met or exceeded to required instructional minutes for each grade level for the 2020-2021 school year and included all core subjects, social-emotional learning, supplemental physical education offerings, and enrichment. In addition to core materials, each school site distributed additional instructional materials, learning packets, library books, and other resources designed to meet the learning needs of all students. Additionally, student learning was monitored using online adaptive diagnostic assessments in English language arts and mathematics. These assessments were administered four times throughout the school year using the Let's Go Learn Diagnostic Online Reading Assessment (DORA) and the Adaptive Diagnostic Assessment of Mathematics (ADAM). The DORA diagnostically evaluated each student's reading abilities using adaptive logic and provided educators with a comprehensive and actionable picture of each learner. ADAM assessed each student's mathematical understanding from K-7 foundational skills through Pre-Algebra and Algebra and English language development oral proficiency was monitored using the Ellevation monitoring systems. Data from these assessments were used to adjust instruction and provide additional support through asynchronous activities. Finally, pedagogical practices including Sobrato Early Academic Language (SEAL), Advancement Via Individual Determination (AVID), and Specially Designed Academic Instruction for English learners (SDAIE) strategies for students in all grade levels and content areas were adjusted and modified to distance virtual learning to continue to meet student needs.

Challenges

Distance learning was challenging in general but more so because of the lack of in-person social contact and reduced instructional minutes for synchronous instruction, including challenges providing hands-on activities. For example, primary teachers reported it challenging to support students with fine motor skill development virtually. Additionally, maintaining a sense of classroom management to keep students engaged in learning was often dependent on family home schedules and available space for students to work online.

Access to Devices and Connectivity

Successes

With continual support from our technology staff and other site staff, all students were provided with devices and/or hotspots to facilitate their participation in distance learning. Preschool-2nd grade students were provided with an iPad. Students in grades 3-8 were provided a Chromebook. Because the district implemented a 1:1 student device program in 2016, students and majority of staff were familiar with online programs and Google platforms. Also, in-Person centers at each school site, following public health protocols, provided cohorts of students access to stable Wi-Fi and 1:1 tech support. In specific areas of the district where Wi-Fi challenges were greatest, school busses with Wi-Fi access were parked so students could access learning. All students in the Mountain View School District were provided access to devices and hotspots were provided for any student needed one.

Challenges

Although challenges were worked through and mitigated to a great extent, the greatest challenge was the availability of replacement devices, especially Chromebooks, for items that were lost or damaged. Manufacturers reported supply chain issues and order backlogs. Approximately 35% of the distributed devices have not been returned or were returned damaged beyond repair. Also, extra time and staff were needed to process new devices when they arrived, conduct repairs on damaged devices, and troubleshoot connectivity issues. Some hotspots did not function optimally in some areas of the city, interfering with the ability to log-on at times.

Pupil Participation and Progress

Successes

Distance learning schedules were created to allow for blended learning, including synchronous and asynchronous instruction, to meet or exceed the minimum instructional minutes outlined in SB 98. Key components of the distance learning instructional program included access to high-quality online learning resources, small-group instruction, use of high leverage instructional strategies, and daily attendance and monitoring of student engagement.

Parent and family support was outstanding and was the greatest success in the area of pupil participation and progress. School and district staff continued to provide daily attendance call, conduct home visits as needed, and elicited the support of outside resources to assist students and families experiencing the greatest challenges. Despite great obstacles as described above, 78.6% of students continued to meet excellent or satisfactory attendance during the 2020-2021 school year, this was an increase of +8.2% from the prior year, meeting the State's attendance and engagement guidelines.

Challenges

The greatest challenges included difficulty trying to reach some families despite conducting multiple home visits and communication through calls, emails, and text messaging. Often, families reported this was due to work schedules and living arrangements due to the pandemic. Additionally, the chronic absenteeism rate increased by +2% from the prior year as some students were difficult to engage and needed additional services and supports, such as child care, to access instruction. One of the greatest challenges reported by teachers and staff was that some students logged online, yet would not participate for a variety of reasons. School and district staff worked continuously to reengage these students through additional contact and support, including counseling services and outreach to offer family support.

Distance Learning Professional Development

Successes

The district was able to offer a wide array of professional development to teachers, support staff, and families. Topics included professional development to use the Learning Ally library for students with unique needs, implementing Unique Learning System curriculum with special education teachers, Lindamood Bell training for certificated teachers, Tools for Distance Learning Workshops (Seesaw, Kami, Pear Deck, Ed Puzzle, Padlet, Google Apps, Schoology Learning Management System, and Let's Go Learn- ELA Edge and Math Edge intervention programs and assessments. Moreover, because a partnership with the MVTA Teachers Association and the CTA sponsored Instructional Leadership Corp, teacher leaders were able to support professional development and follow-up support at the site level during staff meetings and through after-school workshops.

Challenges

The greatest challenges for professional development was general fatigue and feeling of being overwhelmed by teachers and support staff alike. Stressors such as "Zoom Fatigue," or overload from being online for staff and students alike made additional online training difficult and challenging.

Staff Roles and Responsibilities

Successes

The following positions assumed new/modified roles and responsibilities as a result of COVID-19 to meet the needs of students, staff, and families alike. Library Technicians, Assessment Assistants, Instructional Aides, Media Clerks, Bus Drivers, Campus Security, Food Service Staff, and Campus Monitors provided tremendous support to distribute learning materials and meals, contact families, and other activities to support teaching and learning such as read alouds using picture books on zoom for primary grades for teachers to post, conducted a full inventory of library materials, conducted Student/Family Engagement Wellness Checks, made calls to families whose students had been missing online classes, extended library hours to provide family support, and distributed instructional materials.

Challenges

Due to the pandemic, there were times when staff were unable to work on site or required leaves do to public health orders and other needs.

Support for Pupils with Unique Needs

Successes

English Learners continued to receive both Designated and Integrated ELD as part of the distance learning plan. The District developed instructional expectations that included integrated and designated ELD requirements that included frontloading vocabulary, sentence frames, and word study strategies that were to be included in the delivery of online instruction. Newcomer students were provided additional interventions including academic support and support for them and their families to transition to U.S. schools. This support was provided through Cultural Bytes (Saturday Academy). Also, the District teaching and support staff developed exceptional practices that were shared during professional development to continue the incorporation of SEAL (Sobrato Early Academic Language) and other SDAIE/ELD strategies through the online instructional delivery platforms. Interventions for English learners such as the Journalism program continued virtually and the District continued implementing the Sobrato Early Academic Language (SEAL) framework of instruction.

Low-income students received District distributed iPads to students in grades TK through 2nd and Chromebooks to students in grades 3rd through 8th. For families who lacked adequate internet connectivity or WIFI access, mobile hotspots were purchased and distributed along with a device for each student. Each school site had a phone and an online process for families to communicate learning access needs. Families who needed basic supplies such as paper, pencils, and crayons could contact their child's school to receive them as needed or pick them up during scheduled distribution.

Foster Students received District distributed devices and hotspots to students. School counselors checked in with the students and families. Additionally, counselors provided individual and group interventions based on the students' Individual Success Plan. Students in foster care had priority to receive academic tutoring and enrichment programs, beginning with youth performing below grade level and/ or scoring below proficiency on state tests. The Foster Youth Liaison worked with the Los Angeles County Office of Education (LACOE) in identifying students who may have lacked these devices/hotspots.

Students with Special Education Services, during a partial or full closure, Special Education teachers/or staff communicated through email, phone, and virtual platform. Individualized education program (IEP) teams worked with families and students with disabilities to ensure students have access to the types of specialized services indicated on their IEPs. Through the Unique Learning System program, a specialized curriculum was used in Special Day Classes (SDC) to give students with complex learning needs meaningful access to the general education curriculum.

The McKinney-Vento Children and Youth Homeless Education Program implemented in the Mountain View School District was designed to provide services to homeless children and youth ensuring that they have the same opportunity as non-homeless children to meet with school success. Staff were available to assist homeless parents and unaccompanied youth with information on local resources for food, shelter, and clothing, and can refer homeless children to medical, dental, and vision services, and may assist with transportation to and from the school of origin. Further, the program continued to provide school supplies like backpacks, binders,

paper, pencils, rulers, crayons, colored pencils, etc., so students can participate and be successful in school. The program also continued to provide hygiene items like soap, shampoo, deodorant, toothbrushes, laundry detergent, etc. so that a lack of basic hygiene or clean clothes are not barriers to attending school.

Challenges

Supporting students with unique needs was challenging due to limited in-person offerings in district and through agencies as public health mandates at times limited in-person contact. Especially in the area of socialization, access to meals, and challenging living conditions often presented barriers to online access and being home during synchronous instruction.

Pupil Learning Loss

Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Diagnostic assessments and aligned adaptive intervention programs (Let's Go Learn).	70,000	\$61,430	Y
Extra-Duty to provide additional support for students in the Newcomer program.	\$50,000	\$35,662	Y
Extra-Duty to provide Lindamood-Bell training to address reading and comprehension as a result of learning loss.	\$150,000	\$56,302	Y

A description of any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions.

Substantive difference in planned actions and services were primarily due to being responsive to conditions as they presented themselves during the pandemic, to community surveys of needs, and assessment data. Services that were not offered during this school year were determined not to be in the best interest of unduplicated students as the nature of distance/virtual learning and transition to in-person unfolded throughout the year or are not planned for future years as the LCFF S&C funds planned for unduplicated students have been committed to continue supporting their needs. Due to the nature of the intervention services offered to

support students from the development of the prior year LCAP, these actions and service were continued to a greater extent to address pupil learning loss.

Lindamood- Bell (LMB) Training

The cost of training staff in LMB was significantly less than anticipated, however, the desired number of staff were trained to provide the service.

Analysis of Pupil Learning Loss

A description of the successes and challenges in addressing Pupil Learning Loss in the 2020-21 school year and an analysis of the effectiveness of the efforts to address Pupil Learning Loss to date.

Successes

Grade level collaborative instructional teams continued to meet throughout the year to student learning needs and gaps in literacy, mathematics, and language development. During the school year, students, once the diagnostic assessments were administered, were assigned standards-based learning activities in the EDGE ELA and Math programs to support learning and address learning loss/intervention. Diagnostic assessments were administered quarterly to monitor student progress. Also, during the in-person summer session 74% made satisfactory or better progress in Mathematics and 73% made satisfactory or better progress in English Language Arts. Further, based on the Diagnostic Online Learning Assessment for literacy, students continued to make progress without substantially lower scores from the prior year. Saturday and after-school programs continued virtually to support targeted students in reading, mathematics, language development, and enrichment to support learning. Unduplicated students identified as low-income and foster youth had scores similar to all students indicating there were no substantial gaps in-performance greater than the general student population in English language arts on the Diagnostic Online Learning Assessment for literacy, indicating that intervention services and extended programming designed to support academic growth for these students were effective.

Challenges

The greatest challenge to learning was in the area of mathematics. Based on the multiple administrations of the Adaptive Diagnostic Assessment of Mathematics, English learners scored below all students in making progress towards mastering grade level standards and developing foundational math skills. Teachers reported student progress in math was hindered due to challenges modeling and using manipulatives in a virtual setting, as well as, ability to monitor and provide feedback during student practice of skills. Similarly, low-income and foster youth students made less progress in mathematics during the school year than had been achieved with these groups of students in past years during in-person learning. Diagnostic assessments and teacher observation indicate significant

learning loss and the need to continue targeted intervention and remediation. Two four-week summer sessions are scheduled to support students with an emphasis in mathematics.

Analysis of Mental Health and Social and Emotional Well-Being

A description of the successes and challenges in monitoring and supporting mental health and social and emotional well-being in the 2020-21 school year.

The mental health, social emotional well-being, and physical health of students throughout the district was a critical area of focus during the school year. School counselors developed a Virtual Calming Room for students and families to access at home. In light of COVID-19 district counselors wanted to assure students and their families that of support for the academic, and social/emotional needs of ALL students. The site provided social-emotional support for student by providing various links to resources and activities focusing on emotional well-being, including:

- Coloring and Creating Activities
- Community Resources for Students
- Get Moving Physical Activities
- Healthy Habits
- Mindfulness
- Puzzles and Games
- Read Aloud & Podcast
- Sounds & Music
- Virtual Field Trips
- Resources for Parents

Additionally, school counseling services continued virtually for identified students and an online referral system was developed for students and families seeking assistance. In the Spring, counseling services were provided both virtually and in-person. Beginning in October 2020 and through June 2021, parent and community online mental health workshops we conducted with the support of community mental health agencies and the Los Angeles Department of Mental Health bi-weekly with topics that included Parenting During a Pandemic, Mental Health Stigma, Drug and Alcohol Abuse, and other related topics. These workshops were provided in English, Spanish, Mandarin, and Vietnamese to meet the diverse language needs of the community. Further, partnerships with outside

mental health agencies provided services through referrals from school and district staff, and funds were used to provide counseling services through the LCFF for uninsured or underinsured students. The District philosophy of meeting the needs of the whole child was evident in the collaboration with community partners to provide mobile eye clinics that provided glasses to children free of charge, both student vaccinations and COVID-19 vaccine clinics, and a foodbank at the Mountain View Family Center to ensure food was available to students and their families to create opportunities for access and support to help alleviate the financial and social-emotional stressors students and families were experiencing. In addition to these services, teachers provided daily social-emotional lessons and activities through dedicated time built into the daily instructional schedules.

Staff wellbeing was supported by daily positive messages emailed each day that included information from the Los Angeles County Office of Education providing resources to support the mental and physical well-being of employees. The "Daily Positives" were developed last school year by a multidisciplinary team to share daily messages of positivity and inspiration during this difficult time of uncertainty and to foster connection and community among all employees. The goal was that each day, every employee, will take some time to focus on themselves, their physical and mental health, and commit to some form of self care. These messages were included in district messaging and time was set aside in meetings for check-ins and reflection, often celebrating successes. Additionally, the Employee Assistance Service for Education (EASE) program continued to be available and shared as a resource for employees and their families to access counseling service. Staff, students, and families also had CareSolace, an online platform to find mental health resources and services available to them. This resource provided experts at hand-holding families through the mental health care process 24 hours each day/7 days per week to navigate insurance, look at availability and wait time of resources, and help families schedule appointments with local and trusted mental health resources.

Analysis of Pupil and Family Engagement and Outreach

A description of the successes and challenges in implementing pupil and family engagement and outreach in the 2020-21 school year.

Successes

The supervision and monitoring of student engagement during instruction was a key component of the MVSD Distance Learning Plan. Teachers and service providers reported students who did not show up virtually for instruction to their site administrators. Each school site followed attendance protocols to make contact with families to inform them to determine if students were both supervised and accessing learning. Further support was provided through a special distance learning phone hotline and email system that was checked daily by district staff to answer questions and provide support for families who were not available to contact their child's school during regular instructional hours. Students who could not be reached at the school site level were referred to the Pupil Personnel Services Office.

The pupil engagement and re-engagement process was multi-tiered to meet our students' diverse needs and those of their families. Expectations for students and families were outlined in the MVSD Family Handbook: Guidelines for Addressing the Challenges of

COVID-19 During the 2020-2021 School Year and in the MVSD Annual Family Handbook. Families who spoke a language other than English had multiple avenues of support provided by district staff and language phone line support so that they could communicate with their child's school and teachers. The MVSD handbooks were posted on the District's website at <https://www.mtviewschools.com/>.

Families of students who were identified as not engaging/participating were contacted through a tiered system of support that included school administrators, Site Community Liaisons, the District Pupil Personnel Services Technician, and School Resource Officer to determine the necessary support to re-engage them with learning. The District also used the Attention 2 Attendance Program (A2A) to notify families of excess absences and provide strategies to improve attendance.

The Mountain View Family Center provided a wide variety of resources and services to help families with their academic and social-emotional needs. Parents were able to access the following by visiting the center or by calling and speaking to a staff member.

- COVID-19 awareness and training in spread prevention
- COVID-19 vaccinations for aged 12 and up
- Assistance with enrollment, transfers, and all registration needs
- Support navigating Remote Learning including logging on to Google classroom and connecting to Zoom meetings
- Guidance on applying for Medi-Cal and CalFresh renewals
- Community resources including food, clothing, utility assistance, and low-income housing
- Mental health services including counseling and referrals to outside agencies
- Chromebooks for check-out
- Classes and webinars on parenting, emotional safety, and general school information
- Resume workshops
- Support with medical needs such as vision screenings and vaccinations

District and Site Community Liaisons and Parent Lead Trainers provided training and support to families in the MVSD Parent Leaders Academy. The Parent Lead Trainers trained in a virtual setting. Each workshop focused on how to engage participants utilizing different strategies to increase interaction on a Zoom platform.

The MVSD Parent Academies provided parent and family workshops on the following topics.

- Helping Your Child Achieve Academic Success
- Family and School Communication

- Education in the Digital World
- Understanding the U.S. System of Education
- The Elementary and Secondary Education Act (ESSA)
- Common Core Standards
- System of School Accountability
- Academic Progress
- Role of Parent Committees
- Beyond High School
- Early Childhood Education
- Preschool Parent Advisory
- Goal Setting

Challenges

Despite the many successes with families during this time, family access and ability to use technology and programs such as Google Apps and other online services was challenging. Workshops, home visits, and on-site tech support were regularly needed to support families and students who were challenged with being online for learning or district meetings. Additionally, being able to provide families and their children the types of services and support during hours they could access them without interfering with their child's online learning time posed challenges, especially when parent work schedules differed from school schedules. Staff provided flexible times, including weekends, as needed to support greater access whenever possible.

Analysis of School Nutrition

A description of the successes and challenges in providing school nutrition in the 2020-21 school year.

To provide high-quality, nutritious meals to student and youth up to age 18 years, the Mountain View School District selected distribution sites with adequate refrigerator/freezer storage in locations at the north, south, and west boundaries of the District.

Standard Operating Procedures were developed to ensure meal service was provided following CDC guidelines. While most Nutrition Service employees were trained to follow food safety guidelines and maintain the ServSafe Certification, all personnel handling/distributing food were further trained to sanitize after distributing food to the customer. Staff members would place meal packs

on a table, accessible to the family with the 6-foot social distancing. The family member would pick up the meal kit. After the family had left the area, the table was sanitized before the next participant.

Meals were initially provided in a 7-Day menu, distributed every Monday. The meals were pre-packaged and served in a drive-through Grab N Go. Trained Nutrition Service staff members distribute the meals, maintaining the most current CDC guidelines to ensure safety procedures. Student ID numbers were requested at the time of pick-up. To expedite the pick-up process, families were required to display the name of the child and school ID number for all students, Pre-K through Grade 8. Per Summer Food Service Program guidelines, all children were eligible ages 18 and under. If an ID number was not available, the address was requested before meals being supplied for all students 18 and under to meet program integrity. The 7 5-Day meal menu included both breakfast and lunch, provided at the same time to limit the time families had to leave their homes. Additional fruits and vegetables were periodically donated by a local produce company, providing access to extra produce with the 75-Day meal plan. Fruits and vegetables were provided in an additional grocery bag of produce for each family. The District also received a grant from No Kid Hungry to provide an additional entrée salad to each student (June 22-August 3, 2020) and partnered with the Our Savior Center and the City of El Monte to provide additional food resources for the community at the Mountain View Family Center, opening a Food Pantry two days per week. Additional waivers from the U.S. Department of Agriculture have incorporated the Fresh Fruit and Vegetable Grant into the weekly distribution of meals. Finally, the District has partnered with the California Department of Social Services to distribute information about the Pandemic-EBT Card, providing access to \$365 for each student, and the City of El Monte to distribute 150 meals from local restaurants each week. Parents/guardians are allowed to pick up meals for children without them being present.

During the 2020-2021 school year, the U.S. Department of Agriculture provides waivers related to non-congregate feeding, meal service time requirements, parent and guardian pick-up of meals, and meal pattern flexibilities. These flexibilities in the program guidelines allow access to meal service to students participating both in distance learning and in-person instruction. The MVSD program menu and systems are built to ensure the transition from distance learning to a blended learning model and pivot back to in-person instruction while maintaining program integrity and meeting USDA guidelines

MVSD follows the Summer Food Service Program nutritional guidelines, providing meal service to all children age 18 and under (July 1, 2020, through June 30, 2021). The District also participates in the Community Eligibility Provision, a non-pricing meal service option that allows breakfast and lunch to be served at no charge to all students. Eliminating program eligibility concerns, while providing a nutritionally adequate meal, offers an optimal opportunity to all students.

Additional Actions and Plan Requirements

Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Mental Health and Social-Emotional Well-being	Counseling for un and under-insured students and families.	\$20,000	\$20,308	Y
Mental Health and Social-Emotional Well-being	Extra-Duty to support school-based counseling services for high-need students	\$75,000	\$28,840	Y
Pupil Learning Loss	Summer School – Learning Matters Programs	\$500,000	\$203,385	Y
Distance Learning	Devices for family trainings and workshops	\$250,000	\$18,375	Y
Distance Learning	After-school/Saturday enrichment programs	\$375,000	\$172,500	Y
Distance Learning	Support programs and services for student attendance and engagement	\$120,000	\$86,028	Y

A description of any substantive differences between the planned actions and budgeted expenditures for the additional plan requirements and what was implemented and expended on the actions.

Substantive difference in planned actions and services were primarily due to being responsive to conditions as they presented themselves during the pandemic, to community surveys of needs, and assessment data. Services that were not offered during this school year were determined not to be in the best interest of unduplicated students as the nature of distance/virtual learning and transition to in-person unfolded throughout the year or are not planned for future years as the LCFF S&C funds planned for unduplicated students have been committed to continue supporting their needs. Due to the nature of the intervention services offered to support students from the development of the prior year LCAP, these actions and service were continued to a greater extent to address pupil learning loss.

Counseling for Un and Under-insured Students and Extra-Duty for Counseling Services

Annual the budget for counseling services is estimated based on prior year need. Due to the conditions created by the pandemic, it became evident that more students qualified for these services based on the insurance plans families were able to obtain, thus reducing the need for the use of LCFF S&C funds. Further, school based services were able to be provided within the day due to decreased instructional minutes based on SB98 legislation.

Summer and Extended Learning Opportunities

The summer and extended learning program normally offered was modified due to the need to provide focused remediation and to acclimate students back to in-person learning, also new programs were offered for preschool age and students new to Kindergarten. Because of the substantial nature of the changes and new programs offered, other funding sources were used to expand summer offerings to provide these opportunities to students and their families that were not included in this plan.

Summer Matters and Distance Learning Summer Programs

Summer offerings have been expanded to service more student for this 2021 summer programs and have been funded through other appropriate funding sources in addition to LCFF S&C funds. Further, there was a greater need for in-person offerings based on community needs.

Overall Analysis

An explanation of how lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.

In the immediate aftermath of school closure, addressing students' basic health and wellbeing came first and has set the foundation for increased and improved services in the 2021-2024 Local Control Accountability Plan. Specifically access to technology and training to ensure wide access and continued learning under any circumstances for high needs students; maintaining a balance of in-person teaching strategies and services that are conducive to online environments; meeting the social and emotional needs of student, families, and staff; and intervention specifically to address literacy and mathematics.

Increased and improved action and services that meet these areas of focus include:

- Expanding Advancement Via Individual Determination (A.V.I.D.) programs (low-income)
- Expanding educational technology training and virtual learning management systems for all students (low-income, English learners, foster)
- Developing a Multi-tiered System of Support framework aligned with services to support the whole child (low-income, English learners, foster)
- Expanding summer school offerings to support both in-person and virtual learners (low-income, English learner)
- Expanding summer school offerings for students in preschool programs and new to kindergarten (low-income, English learner)
- Expanded intervention and enrichment for Newcomer students and families (English learner)

- Expanded social emotional learning offerings and staff training (low-income, foster)
- Expansion of MVSD Family Center services and support structures for students and families such as referrals for services, trainings, and community partnerships to support basic needs (low-income, foster)

Student performance and progress to address learning loss will continue to be measured through the administration of diagnostic assessments in mathematics and literacy. Data from these assessments will be disaggregated to specifically identify the unique academic needs of low-income, foster, and English learner students. The actions and services identified in the 2021-2024 LCAP are principally directed towards the identified needs for these unduplicated students. Additionally, specific programs and additional funds are identified in the plan to support students and families experiencing homelessness to increase access to food, shelter, clothing, school supplies, intervention and enrichment programs, and health services.

An explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs.

The experiences providing students with both in-person and distance/virtual learning during the 2020-2021 school year required unique thinking and strategies. These experiences provided the context for the development of the 2021-2024 Local Control Accountability Plan. Data from the CA Dashboard, parent surveys, and diagnostic assessments in literacy and mathematics, the English Language Proficiency Assessment for California (ELPAC), student attendance, and foster/homeless designations were used to develop a comprehensive overview of student achievement to determine increased or improved services for students. Further, based on the goals set by the MVSD Board of Education for all students achieving academic success through a broad course of study, English learners developing English proficiency and being academically successful, creating a safe and social-emotionally supportive environment, and building family capacity to support and advocate for this children; the following actions are services are key features of the plan and are directly related to how pupil learning loss will continue to be assessed and addresses.

- Transitional Kindergarten for students whose 4th birthday is through March 2nd of the following year.
- Advancement Via Individual Determination (A.V.I.D.) elected at all K-8 schools and expansion of schoolwide elementary programs.
- Designated interventions for students, including students with disabilities, in the areas of English language arts and mathematics.
- Summer and extended academic and enrichment programs at all school sites.
- Journalism Long Term English Learner (LTEL) prevention and intervention programs at all school sites.
- Newcomer programs at the elementary and middle school levels for new arrivals to U.S. schools.
- Newcomer student and family intervention and enrichment programs to support school readiness and academic outcomes.
- Foster Youth individual service plans, counseling, academic support programs, and extended day enrichment programs.

- Development and expansion of Multitiered Systems of Support professional development and services.
- School counselors for all students and arts-based therapy programs.
- Positive Behavior Interventions and Supports (P.B.I.S.) at all schools.
- Family Engagement programs and workshops such as the parent leadership academy and technology and career development workshops.
- After-hours library services for students and families.

A description of any substantive differences between the description of the actions or services identified as contributing towards meeting the increased or improved services requirement and the actions or services implemented to meet the increased or improved services requirement.

Substantive difference in planned actions and services were primarily due to being responsive to conditions as they presented themselves during the pandemic, to community surveys of needs, and assessment data. Services that were not offered during this school year were determined not to be in the best interest of unduplicated students as the nature of distance/virtual learning transitioning into in-person unfolded throughout the year or are not planned for future years as the LCFF S&C funds planned for unduplicated students have been committed to continue supporting their needs.

All of the actions and services that contributing towards meeting the increased or improved services requirement were met. There were substantive difference between the budgeted amount and expended amount for the purchase of devices, however, all students who needed devices, including hot spots, were provided one. Moreover, all staff requiring devices, including hot spots, to support distance/virtual learning and technology based in-person learning were provided with them. We will be purchasing additional devices to meet the needs of our incoming Transitional Kindergarten and Kindergarten students and to replace those that will become obsolete. Summer school programming is being provided for our most vulnerable students, including our low income students, English learners, and Foster Youth. Funding for summer school will be provided from an alternative funding source. Teachers and classified will be provided professional development from consultants and be afforded the opportunity to attend an MTSS Conference during summer PD sessions.

Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan

A description of how the analysis and reflection on student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP.

School closures on March 13, 2020 as a result of the COVID-19 pandemic, the cancellation of SBAC exams for the 2019-2020 and the 2020-2021 academic years, and the uncertainty of continuing distance/virtual or returning to in-person learning all created challenges in accurately assessing student academic progress. In addition, the lack of California Dashboard Reports made it challenging to assess progress in the areas of Chronic Absenteeism and the Suspension Rates. Despite these challenges, MVSD implemented assessments, curriculum, and monitoring systems to ensure the actions and goals were used in the evaluation of the 2019-2020 LCAP and of the 2020-2021 Learning Continuity and Attendance Plan(LCP); including diagnostic data and Additional evaluation of these two plans have been largely influenced by stakeholder input, LCAP feedback survey, and observations of both in-person and distance learning instructional settings during the 2020-2021 academic year were foundational in the development of the new 2021-2024 LCAP. Actions, services, and strategies included in the 2021-2024 LCAP are the direct result of these systems and data.

The 2021-2024 LCAP is designed to specifically access to technology and training to ensure wide access and continued learning under any circumstances for high needs students; maintaining a balance of in-person teaching strategies and services that are conducive to online environments; meeting the social and emotional needs of student, families, and staff; and intervention specifically to address literacy and mathematics to ensure progress is continued to be made with low-income, English learner, and foster youth students

Moreover, based on the goals set by the MVSD Board of Education for all students achieving academic success through a broad course of study, English learners developing English proficiency and being academically successful, creating a safe and social-emotionally supportive environment, and building family capacity to support and advocate for this children; the following actions are services are key features of the plan; and in alignment with State priorities and local indicators, the following actions are services have been identified and developed in the LCAP to support students and families.

Goal 1 Academic Success for All Students: 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.

- Transitional Kindergarten for students whose 4th birthday is through March 2nd of the following year.
- Advancement Via Individual Determination (A.V.I.D.) elected at all K-8 schools and expansion of schoolwide elementary programs.
- Visual and performing artists in residency programs at all schools.

- Designated interventions for students, including students with disabilities, in the areas of English language arts and mathematics.
- Summer and extended academic and enrichment programs at all school sites.

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

- Journalism Long Term English Learner (LTEL) prevention and intervention programs at all school sites.
- Newcomer programs at the elementary and middle school levels for new arrivals to U.S. schools.
- Newcomer student and family intervention and enrichment programs to support school readiness and academic outcomes.
- Dual language programmatic support in Spanish and Mandarin.
- Foster Youth individual service plans, counseling, academic support programs, and extended day enrichment programs.

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

- Development and expansion of Multitiered Systems of Support professional development and services.
- School counselors for all students and arts-based therapy programs.
- Positive Behavior Interventions and Supports (P.B.I.S.) at all schools.
- Increased ratios of school nurses.
- Community safety measures and programs such as crossing guards and social programs.
- Afterschool sports programs and expanded student learning events/

Goal 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.

- Mountain View Family Center to support community development and wellness.

- Family Engagement programs and workshops such as the parent leadership academy and technology and career development workshops.
- After-hours library services for students and families.

Instructions: Introduction

The Annual Update Template for the 2019-20 Local Control and Accountability Plan (LCAP) and the Annual Update for the 2020–21 Learning Continuity and Attendance Plan must be completed as part of the development of the 2021-22 LCAP. In subsequent years, the Annual Update will be completed using the LCAP template and expenditure tables adopted by the State Board of Education.

For additional questions or technical assistance related to the completion of the LCAP template, please contact the local 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.

Instructions: Annual Update for the 2019–20 Local Control and Accountability Plan Year

Annual Update

The planned goals, state and/or local priorities, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the approved 2019-20 Local Control and Accountability Plan (LCAP). Minor typographical errors may be corrected. Duplicate the Goal, Annual Measurable Outcomes, Actions / Services and Analysis tables as needed.

Annual Measurable Outcomes

For each goal in 2019-20, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in 2019-20 for the goal. If an actual measurable outcome is not available due to the impact of COVID-19 provide a brief explanation of why the actual measurable outcome is not available. If an alternative metric was used to measure progress towards the goal, specify the metric used and the actual measurable outcome for that metric.

Actions/Services

Identify the planned Actions/Services, the budgeted expenditures to implement these actions toward achieving the described goal and the actual expenditures to implement the actions/services.

Goal Analysis

Using available state and local data and input from parents, students, teachers, and other stakeholders, respond to the prompts as instructed.

- If funds budgeted for Actions/Services that were not implemented were expended on other actions and services through the end of the school year, describe how the funds were used to support students, including low-income, English learner, or foster youth

students, families, teachers and staff. This description may include a description of actions/services implemented to mitigate the impact of COVID-19 that were not part of the 2019-20 LCAP.

- Describe the overall successes and challenges in implementing the actions/services. As part of the description, specify which actions/services were not implemented due to the impact of COVID-19, as applicable. To the extent practicable, LEAs are encouraged to include a description of the overall effectiveness of the actions/services to achieve the goal.

Instructions: Annual Update for the 2020–21 Learning Continuity and Attendance Plan

Annual Update

The action descriptions and budgeted expenditures must be copied verbatim from the 2020-21 Learning Continuity and Attendance Plan. Minor typographical errors may be corrected.

Actions Related to In-Person Instructional Offerings

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to in-person instruction and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions, as applicable.

Analysis of In-Person Instructional Offerings

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing in-person instruction in the 2020-21 school year, as applicable. If in-person instruction was not provided to any students in 2020-21, please state as such.

Actions Related to the Distance Learning Program

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to the distance learning program and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions, as applicable.

Analysis of the Distance Learning Program

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing distance learning in the 2020-21 school year in each of the following areas, as applicable:
 - Continuity of Instruction,
 - Access to Devices and Connectivity,
 - Pupil Participation and Progress,
 - Distance Learning Professional Development,
 - Staff Roles and Responsibilities, and
 - Supports for Pupils with Unique Needs, including English learners, pupils with exceptional needs served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness

To the extent practicable, LEAs are encouraged to include an analysis of the effectiveness of the distance learning program to date. If distance learning was not provided to any students in 2020-21, please state as such.

Actions Related to Pupil Learning Loss

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to addressing pupil learning loss and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions, as applicable.

Analysis of Pupil Learning Loss

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in addressing Pupil Learning Loss in the 2020-21 school year, as applicable. To the extent practicable, include an analysis of the effectiveness of the efforts to address pupil learning loss, including for pupils who are English learners; low-income; foster youth; pupils with exceptional needs; and pupils who are experiencing homelessness, as applicable.

Analysis of Mental Health and Social and Emotional Well-Being

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in monitoring and supporting Mental Health and Social and Emotional Well-Being of both pupils and staff during the 2020-21 school year, as applicable.

Analysis of Pupil and Family Engagement and Outreach

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges related to pupil engagement and outreach during the 2020-21 school year, including implementing tiered reengagement strategies for pupils who were absent from distance learning and the efforts of the LEA in reaching out to pupils and their parents or guardians when pupils were not meeting compulsory education requirements or engaging in instruction, as applicable.

Analysis of School Nutrition

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in providing nutritionally adequate meals for all pupils during the 2020-21 school year, whether participating in in-person instruction or distance learning, as applicable.

Analysis of Additional Actions to Implement the Learning Continuity Plan

- In the table, identify the section, the planned actions and the budgeted expenditures for the additional actions and the estimated actual expenditures to implement the actions, as applicable. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for the additional actions to implement the learning continuity plan and what was implemented and/or expended on the actions, as applicable.

Overall Analysis of the 2020-21 Learning Continuity and Attendance Plan

The Overall Analysis prompts are to be responded to only once, following an analysis of the Learning Continuity and Attendance Plan.

- Provide an explanation of how the lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.
 - As part of this analysis, LEAs are encouraged to consider how their ongoing response to the COVID-19 pandemic has informed the development of goals and actions in the 2021–24 LCAP, such as health and safety considerations, distance learning, monitoring and supporting mental health and social-emotional well-being and engaging pupils and families.

- Provide an explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs (including low income students, English learners, pupils with disabilities served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness).
- Describe any substantive differences between the actions and/or services identified as contributing towards meeting the increased or improved services requirement, pursuant to *California Code of Regulations*, Title 5 (5 CCR) Section 15496, and the actions and/or services that the LEA implemented to meet the increased or improved services requirement. If the LEA has provided a description of substantive differences to actions and/or services identified as contributing towards meeting the increased or improved services requirement within the In-Person Instruction, Distance Learning Program, Learning Loss, or Additional Actions sections of the Annual Update the LEA is not required to include those descriptions as part of this description.

Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan

The Overall Analysis prompt is to be responded to only once, following the analysis of both the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan.

- Describe how the analysis and reflection related to student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP, as applicable.

California Department of Education
January 2021

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	Raymond Andry Assistant Superintendent of Educational Services	randry@mtviewschools.net 6266524963

Plan Summary 2021-2022

General Information

A description of the LEA, its schools, and its students.

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. There are approximately 5,700 students in the District's K-8 schools and 545 children in our extensive Head Start/Preschool programs. Our focus is improved student academic performance, achieved through a strong standards-based instructional program, with an emphasis on high expectations for all students, while providing social and emotional learning support.

The Mountain View School District is committed to providing well-balanced, quality education to all students by serving their unique needs, providing instructional leadership, and allowing students the opportunity to achieve their greatest potential through rigorous academic and extracurricular programs. The Mountain View School District serves students (2020 CA Dashboard) that are 92.5% socioeconomically disadvantaged, 52.8% English Learners, and 0.9% Foster Youth. Further (2020-2021), 93.6 % of our student population are Hispanic. Other major ethnic groups include 5.1 % Asian and Other 1%.

The primary language served is Spanish (69%). Many of our students assessed for language proficiency are also at the Novice (58.89%) or Initial Fluent (20.23%) level upon entry to the District and limited primary academic language as well. The District offers Dual Language instruction as an instructional alternative for students in grades K-7 based on parental requests at two schools: Parkview and Payne and a Mandarin enrichment program at one school: Twin Lakes. Other instructional alternatives for English learners include immersion and specially designed academic instruction in English (SDAIE). Approximately 11% of pre-kindergarten through eighth students district-wide receive services through Special Education. The District also hosts classes for SELPA students from across the region and provides inclusion settings as an option for student beginning in preschool. In 2020, 51 students were identified as Foster Youth and 18% were identified as experiencing homelessness through the McKinney-Vento Act.

The El Monte and South El Monte communities are predominantly low-income working parents. In January 2020, all students received breakfast and lunch at no charge, based on a Non-Pricing status. In 2020, 92.5% of our students qualified for Free and Reduced-price meal eligibility. Some of those students qualified for free meals with the Direct Certification from the County Department of Social Services or the CALPADS system. Other students submitted meal applications which qualified them for CalWORKs benefits.

All eight schools in the Mountain View School District have school-wide Title I programs to assist not only our many students in the Socio-economic Disadvantaged subgroup but all students attending our schools.

The Mountain View School District has an excellent group of educators, administrators, support staff, and School Board members dedicated to providing a quality education for each of the students it serves. Driven by the District's ultimate goal of improved student achievement, students are consistently challenged by the highest of expectations in learning environments that will prepare them well for their current and future educational endeavors. Through an accountability system with a performance-based framework for nurturing and sustaining exemplary schools and high levels of student achievement, the Mountain View School District is committed to providing well-balanced, quality education to all students. To ensure student safety and an environment conducive to learning, a mandatory student uniform policy is enforced district-wide.

Teamwork is the key to Mountain View where employees, parents, business, and community members actively participate in the educational development of the students. In an environment of mutual respect, the team approach enhances the District's efforts to prepare the students to become lifelong learners, as well as self-directed and motivated members of society.

Reflections: Successes

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

The 2019 CA Dashboard designation serves as the baseline for developing the 2021-2024 Local Control Accountability Plan. The data presented on the dashboard represents student achievement and outcomes during in-person instruction before school closure due to COVID-19. Additionally, data from student diagnostic assessments in literacy and mathematics, the English Language Proficiency Assessment for California (ELPAC), student attendance, and foster/homeless designations were used to develop a comprehensive overview of student achievement to determine increased or improved services for students.

The California School Dashboard (Dashboard) is an online tool that shows how local educational agencies and schools are performing on the state and local indicators included in California's school accountability system. The Dashboard is a key part of major shifts in California K-12 schools, changes that have raised the bar for student learning, transformed testing, and placed the focus on equity for all students. The Dashboard provides information that schools can use to improve.

Performance on the state measures is based on results for both the current and prior years. For each state measure, schools and districts receive one of five performance levels. Each performance level is identified by a different color:

- BLUE (highest performance)
- GREEN
- YELLOW
- ORANGE
- RED (lowest performance)

Performance categories and student groups scoring in the ORANGE and RED performance levels are considered low performing.

Indicator	All Students	Two Below
Chronic Absenteeism	YELLOW	
Suspension Rate	GREEN	Foster Youth: Orange
Graduation Rate	N/A	
College/Career	N/A	
English Language Arts	YELLOW	
Mathematics	YELLOW	

In the area of English Language Arts, the average student was -26.1 points below Standard, increasing by +9.7 points from the prior year for an overall achievement designation of YELLOW. Nearly all schools maintained, increased, or significantly increased performance.

- English learners were designated YELLOW, increasing by +11.8 points from the prior year.
- Students with Disabilities were designated ORANGE, increasing performance from the prior year by +15.5 points.
- Low-Income students were designated YELLOW, increasing by +10.2 points from the prior year.
- Students experiencing homelessness were designated YELLOW, increased performance +5.1 points from the prior year.

- Foster Youth students were designated YELLOW, increasing performance +24.3 points from the prior year.

In the area of Mathematics, the average student was -54.7 points below standard, increasing +12.5 points from the prior year for an overall achievement designation of YELLOW. Nearly all schools increased or increased significantly in performance; eight schools earned designations of YELLOW and three GREEN by increasing performance between +6.6 to +22.6 points.

- English learners were designated YELLOW, increasing by +14.2 points from the prior year.
- Students with Disabilities were designated ORANGE, increasing performance from the prior year by +16.8 points.
- Low-Income students were designated YELLOW, increasing by +13.4 points from the prior year.
- Students experiencing homelessness were designated YELLOW, increased performance +10.3 points from the prior year.
- Foster Youth students were designated YELLOW, increasing performance +11.0 points from the prior year.

In the area of Chronic Absenteeism, the District's Chronic Absenteeism Rate maintained at 7.4%, reducing the number of students chronically absent by -.03% from the previous year.

- English learners were designated YELLOW, which reduced the number of chronically absent students by -.04% from the prior year.
- Low-Income students were designated YELLOW, which reduced the number of chronically absent students by -.03% from the prior year.
- Students experiencing homelessness were designated GREEN, which reduced the number of chronically absent students by -.8% from the prior year.

In the area of Suspension, student suspensions declined by -1.5% with an overall rate of 1.8% resulting in a GREEN designation.

- English learners were designated GREEN, which reduced the number of student suspensions by -1.3% from the prior year.
- Students with Disabilities were designated YELLOW, which reduced the number of student suspensions by -2.9% from the prior year.
- Low-Income students were designated GREEN, which reduced the number of student suspensions by -1.6% from the prior year.
- Students experiencing homelessness were designated GREEN, which reduced the number of chronically absent students by -1.1% from the prior year.

Data from the 2019 CA Dashboard was analyzed and reviewed during meetings held with the District Consolidated Parent Advisory Committee, Migrant Education, District English Language Learner Advisory Committee, and the MVSD Data Team. Successes were noted in increased growth by all students and subgroups in English language arts and mathematics. Additionally, declines in suspensions for all students and subgroups resulting in an overall designation of GREEN. Progress in literacy and mathematics was attributed to programs such as SEAL and AVID. Efforts to implement PBIS and utilizing School Community Liaisons to support foster youth students reduce absenteeism will be expanded to support students maintain positive attendance.

English Learner Reclassification Rates and Local Assessments

As of April 2021, the reclassification rate of English Learners was 4.8%, this rate was 0.2% below the end of year rate of 5.0% at the end of the 2019-2020 school year. Despite the challenges to teaching and learning caused by school closure and the transition to distance learning, English learner students have reclassified at nearly the same rate. Additionally, English learners have not significantly fallen behind compared to all students based on the results of diagnostic data in reading and literacy, and mathematics. To build upon the progress made by English learners, MVSD will begin implementation of SEAL in preschool through third grades, continue implementing integrated and designated ELD in all grade levels and content areas and expand the use of AVID strategies school through AVID Elementary models that include electives in there K-8 settings.

Areas of success from our Local Indicators include:

- Full and sustained implementation of professional learning and aligned instructional materials in ELA and Mathematics
- Full and sustained implementation of the Physical Education Model Content Standards
- Increasing visual and performing arts opportunities
- Strong, parent partnerships through our Partnership Action Teams, Advisory Committees, and Parent Academy Leadership
- High levels of student pride as members of their school communities

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.

The 2019 CA Dashboard designation serves as the baseline for developing the 2021-2024 Local Control Accountability Plan. The data presented on the dashboard represents student achievement and outcomes during in-person instruction before school closure due to COVID-19. Additionally, data from student diagnostic assessments in literacy and mathematics, the English Language Proficiency Assessment for California (ELPAC), student attendance, and foster/homeless designations were used to develop a comprehensive overview of student achievement to determine increased or improved services for students.

The California School Dashboard (Dashboard) is an online tool that shows how local educational agencies and schools are performing on the state and local indicators included in California's school accountability system. The Dashboard is a key part of major shifts in California K-12 schools, changes that have raised the bar for student learning, transformed testing, and placed the focus on equity for all students. The Dashboard provides information that schools can use to improve.

Performance on the state measures is based on results for both the current and prior years. For each state measure, schools and districts receive one of five performance levels. Each performance level is identified by a different color:

- BLUE (highest performance)
- GREEN
- YELLOW
- ORANGE
- RED (lowest performance)

Performance categories and student groups scoring in the ORANGE and RED performance levels are considered low performing.

CA School Dashboard

In the area of English Language Arts, the average student was -26.1 points below Standard. Significant areas of need include:

- students with disabilities scored one performance band below average with a designation of ORANGE.
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In the area of Mathematics, the average student was -54.7 points below standard. Significant areas of need include:

- students with disabilities scored one performance band below average with a designation of ORANGE.

In the area of Chronic Absenteeism, the average was 7.4% for all students in the district. Significant areas of need include:

- students with disabilities scored one performance band below average with a designation of ORANGE and a chronic absenteeism rate of 12.7%.
- foster youth students with disabilities scored one performance band below average with a designation of ORANGE and a chronic absenteeism rate of 16.4%.

In the area of Suspensions, student suspension declined by 1.5% with an overall suspension rate of 1.8%.

- foster youth students earned a designation of ORANGE, increasing by +3.5% from the previous year and an overall rate of 6.0%.

Based on the data from the 2019 CA School Dashboard, student groups in greatest need are students with disabilities in all areas and foster youth in the areas of suspensions and chronic absenteeism. To address the needs of foster youth who as a group fall two levels below all students on the CA Dashboard, attendance will be a key area of each students Individual Service Plan and School Community Liaisons will focus attendance supplemental outreach to identified foster youth students.

Areas of identified needs from our local indicators include:

- Increased professional learning for teaching the Next Generation Science Standards (NGSS) and History-Social Science Standards. Our proposed steps to address needs in these two curricular areas are to seek outside support through professional learning organizations and develop the instructional leadership capacity of our teachers in these subject areas.
- Updated and standards-aligned materials to support learning in NGSS and History-Social Science. Our proposed steps to address needs in this area are to work with instructional leads in each of these content areas to identify core and supplemental resources.
- On-going collection of school connectedness and safety perceptions from students throughout the school year, from all grade levels. Our proposed action to address this need is to develop grade span-specific surveys to administer four times per year to collect data on school connectedness and perceptions of safety. This data will be used to inform our decisions on additional supports and services to enhance these areas.

LCAP Highlights

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

Based on the goals set by the MVSD Board of Education for all students achieving academic success through a broad course of study, English learners developing English proficiency and being academically successful, creating a safe and social-emotionally supportive environment, and building family capacity to support and advocate for this children; the following actions are services are key features of the plan.

Goal 1 Academic Success for All Students: 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.

- Transitional Kindergarten for students whose 4th birthday is through March 2nd of the following year.
- Advancement Via Individual Determination (A.V.I.D.) elected at all K-8 schools and expansion of schoolwide elementary programs.
- Visual and performing artists in residency programs at all schools.
- Designated interventions for students, including students with disabilities, in the areas of English language arts and mathematics.
- Summer and extended academic and enrichment programs at all school sites.

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

- Journalism Long Term English Learner (LTEL) prevention and intervention programs at all school sites.
- Newcomer programs at the elementary and middle school levels for new arrivals to U.S. schools.
- Newcomer student and family intervention and enrichment programs to support school readiness and academic outcomes.
- Dual language programmatic support in Spanish and Mandarin.
- Foster Youth individual service plans, counseling, academic support programs, and extended day enrichment programs.

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

- Development and expansion of Multitiered Systems of Support professional development and services.
- School counselors for all students and arts-based therapy programs.
- Positive Behavior Interventions and Supports (P.B.I.S.) at all schools.
- Increased ratios of school nurses.
- Community safety measures and programs such as crossing guards and social programs.
- Afterschool sports programs and expanded student learning events/

Goal 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.

- Mountain View Family Center to support community development and wellness.
- Family Engagement programs and workshops such as the parent leadership academy and technology and career development workshops.
- After-hours library services for students and families.

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.

As of the 2020-2021 school year, no schools in the Mountain View School District have been identified for Comprehensive Support and Improvement.

Support for Identified Schools

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

As of the 2020-2021 school year, no schools in the Mountain View School District have been identified for Comprehensive Support and Improvement.

Monitoring and Evaluating Effectiveness

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

As of the 2020-2021 school year, no schools in the Mountain View School District have been identified for Comprehensive Support and Improvement.

Stakeholder Engagement

A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP.

The Local Control Accountability Plan was suspended for the 2020-2021 school year and replaced with the Learning Continuity and Attendance Plan (LCP) in response to the 2020 COVID-19 pandemic. In September 2020, the Mountain View School District Board of Education held a public hearing as required under Senate Bill 98 (SB98). Senate Bill 98 (SB 98) established the Learning Continuity and Attendance Plan (Learning Continuity Plan), which is intended to balance the needs of all stakeholders, including educators, parents, students, and community members while streamlining meaningful stakeholder engagement and condensing several preexisting plans. In particular, it was important to combine:

1. the intent behind Executive Order N-56-20 which required a written report and envisioned an off-cycle Local Control and Accountability Plan (LCAP) due December 15th, and
2. the ongoing need for local educational agencies (LEAs) to formally plan for the 2020–2021 school year in the midst of the uncertainty caused by the COVID-19 pandemic. The Learning Continuity Plan replaces the LCAP for the 2020–2021 school year and supersedes the requirements in Executive Order N-56-20.

This plan was intended to memorialize the planning process that is already underway for the 2020–2021 school year. All LEAs, which include school districts, county offices of education, and charter schools were required to complete the LCP.

At a subsequent meeting, the board of education approved the LCP after considering public comments.

In December 2020, California Education Code (EC) Section 52064.1 required each school district, county office of education (COE), and charter school (LEA) to develop the Local Control Funding Formula (LCFF) Budget Overview for Parents in conjunction with the LCAP by July 1 of each year. As another requirement of Senate Bill (SB) 98 added EC Section 43509, which changed the adoption date for the Budget Overview for Parents for the 2020–21 school year, requiring local governing boards or governing bodies to adopt and submit the Budget Overview for Parents on or before December 15, 2020, in conjunction with the LEA's first interim budget report. The Board of Education approved the Local Control Funding Formula (LCFF) Budget Overview for Parents at their December Board of Education meeting.

In February 2021, the District developed a timeline for the development of the Local Control Accountability Plan (LCAP). The timeline was shared with the administrative team and employee associations for input by the middle of February. The LCFF/LCAP presentation developed last year was revised and updated to provide current data and information to all stakeholders. In March and April, we engaged all stakeholders through a variety of methods to review data and give input. Measures such as surveys and interactive meetings were used, all geared to provide stakeholders the opportunity to share their input.

In March 2021, as part of this planning process that resulted from the closure process of four district schools, including the intermediate and middle schools, program planning teams were convened to provide input and recommendation for the transition to K-8 campuses. The purpose of the instructional and specialized services teams

was to ensure the development of quality programs and services for students at the current and two new K-8 programs at Monte Vista, Parkview, and Twin Lakes. Reformatations to support at-risk students were made for all content areas, interventions services, elective/enrichment, and for programs that support student receiving specialized services, including areas such as counseling, social-emotional learning, engagement, and motivation.

Students in grades 4th through 8th grade were provided surveys in student-friendly language to provide input on newly implemented activities and proposed future activities listed in the LCAP. The survey also included questions about students' sense of safety, access to instructional materials, and which subjects and activities they would like to see increased; additionally, students in these grades were provided the opportunity to provide written comments and additional information on "how to make their school better."

Surveys were conducted at every meeting held within the two-month period and were pushed out to the community on the electronically and posted on the District website. Employee Associations designated meetings for their consultation and input. A Consolidated Parent Advisory Committee (CPAC) was held for the Community at large, allowing families and community members an opportunity to participate in the input process to provide input for the district at large and their specific school sites. A Data Committee composed equally of district administration, association members and parents was convened to review the implementation of the current plan, review prior data and recommendations, and synthesize new data to provide updated recommendations to the School Board for their consideration. The Board reviewed their 3-year goals, and the District drafted a 3-year plan based on the Board goals. In May, the plan was posted on the District website for viewing, and in June, the plan went back out to stakeholders for review and comment. This took place through public forums and meetings with our parent advisory committees, Mountain View Teachers Association, and the California School Employees Association. The Superintendent provided written responses to input provided; these were translated into Spanish and posted on the District website. On June 17th the board held a public hearing for final input. Additionally, the community was notified during the public hearing that a link was placed on the MVSD webpage for additional community written input, notifying the community that comments regarding specific action and expenditures would be responded to in writing and posted to the district's website. Furthermore, the draft LCAP was submitted to the SELPA on June 17th, consultation was communicated by email to address the needs of students with special needs in literacy and mathematics. The District revised the plan, and the board adopted the final plan on June 24, 2021, along with the annual budget. The following timeline was used to provide updates and develop the LCAP to meet all statutory requirements.

A summary of the feedback provided by specific stakeholder groups.

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 the aspects of the LCAP that were influenced by specific stakeholder input.

The stakeholder engagement process provided confirmation for actions and services brought forward from the previous Local Control Accountability Plan (LCAP) and lent insight into the specific areas that are the focus for how to increase or improve services to English learners, low-income, and foster youth students and families in the new plan. Stakeholder survey data and recommendations were analyzed by the MVSD District Data Team comprised of members from the Mountain View Teachers Association, Charles Kranz Chapter 430 Classified Association, district and site administrators, and parents from the District English Learner Advisory Committee (DELAC) and the Superintendent's Parent Advisory Committee (SPAC). Additionally, data from the California Dashboard was reviewed and analyzed to determine areas

of greatest need. The data team, after reviewing and analyzing this information, developed a list of recommendations and considerations for the new LCAP. This information was used in the development of new actions and services principally directed to meet the needs of our unduplicated groups of English learners, low-income, and foster youth students. Actions and services that were considered for district or school-wide implementation were selected based on the needs of unduplicated student groups and in alignment with the vision, mission, and goals established by the MVSD Board of Education.

Based on stakeholder feedback, the following actions and services have been included in the plan.

- Increased support for mathematics instruction, professional development, and intervention
- Increased student and staff technology to support instructional programs
- Increased support and services for newcomer students and their families
- Improved communication of programs and services to families
- Increased opportunities for after-school sports and recreation programs
- Increased access to health and wellness services for students and families at the MVSD Family Center

Goals and Actions

Goal

Goal #	Description
1	Academic Success for All Students 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.

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 2023-2024
California Assessment of Student Performance and Progress (CAASPP) English Language Arts	2019 40.02% Met or Exceeded Standard for English Language Arts				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				2024 Comprehension 50% Proficient/Above
California Assessment of Student Performance and Progress (CAASPP) Mathematics	2018-2019 28.38% Met or Exceeded Standard for Mathematics				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				2024 Total 38 % Above/Proficient
100% Fully Credentialed and Appropriately Assigned Teachers	100% fully credentialed and 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.				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)				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	The master schedule of courses and instructional schedules are aligned to standards-based instrucitonal blueprints,				Maintain master schedule of courses and instructional schedules are alignment to standards-based instrucional blueprints, course descriptions, and pacing plans.

course of study that 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.	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.				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				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 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. - TK teachers at all sites with sufficient enrollment - Instructional Assistants - Parent engagement activities	\$1,493,275.00	Yes
2	English Language Arts,	Support academic achievement in English Language Arts, content-based literacy, and	\$3,431,098.00	Yes

	Literacy, and English/Academic Language Development	English/Academic Language Development. This action and related services increase and improve instruction for all students by providing: <ul style="list-style-type: none"> - certificated, professional coaching support - on-going professional development to support literacy and writing - diagnostic and formative assessment and interventions to identify learning gaps to design interventions - supplemental instructional materials to enhance and support core instruction 		
3	Services to Support Mathematics Instruction	Support academic achievement in Mathematics. This action and related services increase and improve instruction for all students by providing: <ul style="list-style-type: none"> - certificated, professional coaching support - on-going professional development to support mastery of concepts and standards through supplemental programs and strategies - diagnostic and formative assessment and interventions to identify learning gaps to design interventions - supplemental instructional materials to enhance and support core instruction 	\$3,031,388.00	Yes
4	Services to Support Science and Engineering Programs	Support academic achievement in Science. This action and related services increase and improve instruction for all students by providing: <ul style="list-style-type: none"> - certificated, professional coaching support to support the implementation of NGSS standards - on-going professional development to support content-area literacy, language learners, and struggling students - STEM-based programs - supplemental instructional materials 	\$346,239.00	Yes
5	School-wide Advancement Via Individual Determination (A.V.I.D.) Programs	Promote a college-going culture throughout the District. This action promotes increased student academic achievement and engagement through: <ul style="list-style-type: none"> - implementation of AVID strategies - on-going professional development 	\$36,037.00	Yes
6	Visual and Performing Arts	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: <ul style="list-style-type: none"> - TK-6 Grade Artist Residencies (Grades TK-1 Expressive Movement and Visual Arts, Grade 2 Shadow Puppetry, Grade 3 Dance, Grade 4 Music, Grade 5 Theatre and American History, and Grades 6-8 Music. - on-going professional development in arts-integration strategies - specialized supplies and materials 	\$436,720.00	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"> - certificated, professional coaching support to support technology-based supplemental programs and strategies with Technology Teacher on Special Assignment - on-going professional development to support technology-based supplemental programs 	\$3,065,069.00	Yes

		<p>and strategies</p> <ul style="list-style-type: none"> - supplemental instructional materials and resources - updated devices for teaching and learning 		
8	Elementary Physical Education Programs and Elementary Teacher Collaboration	<p>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:</p> <ul style="list-style-type: none"> - certificated physical education teachers for the elementary grades 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 - physical education supplies and materials - classified personnel to support safe program implementation - 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 	\$1,165,071.00	Yes
9	Extended Day and Summer Library Services	<p>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.</p> <ul style="list-style-type: none"> - Classroom library books - Library books and digital collections - Library media software 	\$75,573.00	Yes
10	Intervention and Enrichment	<p>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:</p> <ul style="list-style-type: none"> - after school programs - extended day/year enrichment - Homework and Academic Support Centers 	\$1,025,536.00	No
11	Summer and Extended Day Programs for Advanced Learners	<p>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:</p> <ul style="list-style-type: none"> - in-school intervention services to support identified struggling learners - after/before school intervention services to support identified struggling learners - summer programs to support identified struggling learners and provide enrichment activities 	\$1,049,588.00	Yes
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</p>	\$258,000.00	Yes

		services improve opportunities for students to master unit outcomes and grade-level standards by providing the following: - content-aligned study trips		
13	Certificated Reimbursement for Supplemental Instructional Materials	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: - 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	\$36,500.00	Yes
14	Programmatic Support for Instruction and Services	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: - Instructional Assistants to provide small-group instruction and focuses review lessons - Deans of Instruction to provide supplemental professional development, engage families, and facilitate reached collaborative unit development and planning - 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 - Translation services to engage and support families who may not fall in the required languages for translation	\$1,856,293.00	Yes
15	Expanded Services to Preschool Age Children	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: - family workshops to support the social-emotional and school readiness - classroom-based learning experiences for preschool-age children through socialization and implementation of CSEFEL (social-emotional) strategies to support age-appropriate development	\$11,000.00	Yes
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	\$43,139,469.00	No
17	Maintaining Safe and Functional Facilities for All	Base level facilities for the safe operation of schools and improvement of school learning environments.	\$6,832,422.00	No

	Students	- maintenance and custodial staff - facility repair		
19	Provides Standards Aligned Instructional Materials for All Students	Base level instructional materials - Core materials - Supplemental support for base core programs	\$39,224,825.00	No

Goal Analysis 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.

Not applicable to this year's LCAP cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Not applicable to this year's LCAP cycle.

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

Not applicable to this year's LCAP cycle.

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.

Not applicable to this year's LCAP cycle.

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 2023-2024
English Learner Reclassification Rate	Student Redesignated to Fluent English Proficient (FEP) 2019-2020 8.5% 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				2024 22% Met or Exceeded Standard for English Language Arts
Local Measure of State Standards Implementation-Diagnostic Assessment of Online Reading (DORA) Mid-Year Performance Band - English Learners	2020-2021 Comprehension 34% Proficient/Above English Learners				2024 Comprehension 40% Proficient/Above English Learners
California Assessment of Student Performance and Progress (CAASPP) Mathematics - English Learners	2018-2019 11.28% Met or Exceeded Standard for Mathematics				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				32 % Above/Proficient
English Language	English Language				2024 22% Well Developed, Level 4

Proficiency Assessment for California (ELPAC)	Proficiency for Summative ELPAC 2018-2019 16.40% Well Developed, Level 4 Overall				Overall
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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"> - professional development - student monitoring of progress - parent training and resources - specialized curriculum 	\$260,348.00	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"> - providing ongoing training of certificated site EL Liaisons 	\$180,435.00	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"> - providing focused intervention in writing and oral proficiency in English through after-school intervention classes 	\$84,406.00	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"> -providing a Newcomer Middle School Teacher -providing classified support personnel - providing ongoing training of certificated Newcomer teachers -providing ongoing training of classified Newcomer support personnel -providing a Newcomer Saturday Academy -providing a Newcomer Summer Program 	\$416,503.00	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 and English learners throughout the district by:	\$97,344.00	Yes

		<ul style="list-style-type: none"> -providing access to Digital platforms for intervention support -providing credentialed Dual Language teachers - providing ongoing professional development of credentialed Dual Language teachers -providing current materials to support the development of the program in both Spanish and Mandarin -providing ongoing support and development of primary language for English Learners -increasing language prestige of the minority language cultivating asset oriented thinking in English Learners and low-income students 		
6	Expanded Foster Youth Services	<p>Supporting Foster Youth Students. These actions include</p> <ul style="list-style-type: none"> - 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 	\$61,761.00	Yes

Goal Analysis 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.

Not applicable to this year's LCAP cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Not applicable to this year's LCAP cycle.

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

Not applicable to this year's LCAP cycle.

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.

Not applicable to this year's LCAP cycle.

Goal

Goal #	Description
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- 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 2023-2024
Attendance Rate (CALPADS)	2020-2021 96.2% (May 2020)				2024 Student attendance meets or exceeds 97.5%.
Suspension Rate (CALPADS)	2019-2020 0.9% Suspension Rate				0.6% Suspension Rate
Expulsion Rate (CALPADS)	2019-2020 0.0% Expulsion Rate				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)				3.2% Chronically Absent
Middle School Dropout Rate (CDE)	2019-2020 The drop out rate was zero				The desired outcome is to maintain a zero Middle School Dropout Rate.
Student Surveys	2020-2021 67% Strongly Agree/Agree - Students feels safe on campus				80% Strongly Agree/Agree - Students feels safe on campus
Student Surveys	Students feel connected to their school, indicating they are proud to be part of their school community. 2021 - 95.5% 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.			100% of schools will annually complete their site Safety Plan by March, including survey responses indicating staff's sense of safety on campus.
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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"> - District and school-wide professional development on how to meet the social-emotional needs of underserved communities which includes - Coaching support for staff - Targeted training on SEL and behavior to address the needs of underserved populations - Social-emotional curriculum and resources 	\$266,351.00	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"> - Providing counselors to provide social-emotional services that students who may not have access to due to financial restraints - Providing an outside support system for all students and parents who may not have access to due to financial restraints 	\$1,340,024.00	Yes
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"> - professional development opportunities on strategies for students with specialized needs (i.e., foster-youth, low-income students) - Professional collaboration time for staff to plan supplemental support and strategies for specialized populations 	\$1,340,024.00	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"> - health education and support - assessments and care 	\$1,002,077.00	Yes

		<ul style="list-style-type: none"> - workshops and professional development - consultation with medical professionals 		
5	Social Emotional Learning Arts Integration Programs	<p>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:</p> <ul style="list-style-type: none"> - building capacity of counselors to support site-based, art-integrated SEL strategies - providing professional development to certificated teachers in arts-integrated SEL strategies - providing supplies and materials to implement arts-integrated SEL strategies 	\$33,972.00	Yes
6	Enhanced Technology Infrastructure	<p>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</p> <ul style="list-style-type: none"> - WiFi school and afterschool access - Cloud-based services and safety solutions - Technology support 	\$1,302,991.00	Yes
7	After-School Sports and Recreation Programs	<p>Provide an after-school sports and recreation program at each school site for grades 4-8. This action and related services increase opportunities for low-income students to participate in organized sports and recreation programs by:</p> <ul style="list-style-type: none"> - hiring certificated physical education teachers - providing transportation for sports and recreation-related activities - providing specialized materials and supplies 	\$53,872.00	Yes
8	Increased Student Transportation Services	<p>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.</p> <ul style="list-style-type: none"> - computer-generated stop and pick up routes - accountability of students when transporting - efficient use of time to reduce student waiting and on-bus time 	\$87,361.00	Yes
9	Increased Services and Support for Students Experiencing Homelessness and Inadequate Housing	<p>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</p> <ul style="list-style-type: none"> - Provide school uniform and supplies - Access to enrichment programs 	\$50,800.00	Yes
10	Expanded Student Learning Events	<p>Providing opportunities to students where they can showcase a talent or a skill. These actions and services</p> <ul style="list-style-type: none"> - Speak up contest - Arts and writing exhibits 	\$37,097.00	Yes
11	Community and School Safety Programs and Services	<p>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:</p> <ul style="list-style-type: none"> - Professional development on safety practices 	\$123,654.00	Yes

- Campus monitors at sites
- Support a culture of positive behavior through activities that foster caring interactions
- Peaceful playgrounds

Goal Analysis 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.

Not applicable to this year's LCAP cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Not applicable to this year's LCAP cycle.

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

Not applicable to this year's LCAP cycle.

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.

Not applicable to this year's LCAP cycle.

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 2023-2024
Family and Community Survey Data School staff are friendly, helpful, and welcoming.	2020-2021 92% 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 Our family has used the school library before or after-school hours.	2019-2020 47.70% - 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 The district helps to provide community resources.	2019-2020 92% Strongly/Somewhat Agree that the district helps to provide community resources.				95% Strongly/Somewhat 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				All 8 schools and Preschool Programs complete a Partnership Action Team Plan.

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: -health and wellness services -language services -family engagement	\$604,878.00	Yes

2	Family Engagement Programs	<p>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.</p> <ul style="list-style-type: none"> - 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. - Provide training to families to successfully engage in their children's schooling. - Provide training to build Leadership capacity and advocacy for their children. - Provide a TOSA who will assist School and District programs in providing workshops and training on Linked to Learning opportunities. 	\$388,873.00	Yes
3	Family Engagement Workshops	<p>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 areas, technology, mental health, and parenting skills through</p> <ul style="list-style-type: none"> - Parent Technology Workshops - Parenting Classes -Family Biliteracy Workshops -Raising a Reader Workshops -Other Content Area Workshops 	\$284,500.00	Yes
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"> -providing basic needs for student and families in the areas of healthcare, -building parent skills in technology and providing access to technology -providing Informational services to topics of community interest -ensure staff and family access to training in effective school, family, and community partnerships. 	\$96,000.00	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"> -establishing a relationship of trust between schools and families -seeking input for better decision making -training and supporting teams families and professionals to guide decision-making at all levels. -ensure staff and family access to training in effective school, family, and community partnerships. 	\$95,443.00	Yes
6	Family and Community	<p>Provide an opportunity to help parents access resources and services from the community</p>	\$22,000.00	Yes

	Experiential Trips	to strengthen school and district programs, family, practices, and student learning development. This action and related services support English learners, Foster Youth, and Low-income student groups throughout the district by: - providing transportation to a community resources and/or event - provide admission to a community resources and/or event -promoting collaborative relationships between families and community resource staff		
7	Enhanced Family and Community Communication and Access	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 : -student information systems to update student information and access the most up-to-date information regarding student achievement at both the State Level and classroom level. -digital platforms that allow families and community members to provide ongoing input with regards to needs, and site and district programs and services.	\$197,633.00	Yes
8	Extended Service and Support to Families	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: - providing ongoing support of a site Community Liaison	\$48,530.00	Yes
9	Extended Library Service	This action and related services support English learners, Low income and Foster youth throughout the district by: - providing ongoing literacy events for families and community members that link to learning and support building literacy in the home - provide training of site library technicians on materials and strategies to help build literacy practices in the home	\$456,410.00	Yes

Goal Analysis 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.

Not applicable to this year's LCAP cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Not applicable to this year's LCAP cycle.

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

Not applicable to this year's LCAP cycle.

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.

Not applicable to this year's LCAP cycle.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students 2021-2022

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
40.05%	\$20,025,550.00

The Budgeted Expenditures for Actions identified as Contributing may be found in the Increased or Improved Services Expenditures 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.

The actions and services outlined in the LCAP are supported by research from the California ELA/ELD Framework, the California Mathematics Framework, partnership research provided by the Sobrato Foundation, AVID, the US Department of Education Foster Youth Toolkit, the California Family Engagement Framework, and from the Transforming Student Learning Supports by Dr. Adelman. Funds have been directed to support these actions and services and are supported by research and identified needs through data analysis and community input, guiding for the effective use of these targeted funds.

MVSD determined that the following services would be provided on a district-wide basis:

The actions and services outlined in this plan have been principally directed towards English learners, foster youth, and low-income students based on both qualitative and quantitative data. Literacy and educational programs aim to enhance academic literacy and English as a second language and provide service access for low-income students.

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 Starts 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 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 quarterly and used to determine program effectiveness. Five years of longitudinal data on CAASPP, ADAM, and DORA show that our English Learners and low-income students have benefited from this continued action with slow but steady 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 39% of low-income students achieved at these levels. Additionally, 2021 DORA data shows 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. 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. Five years of longitudinal data on CAASPP and DORA show that our English Learners and low-income students have benefited from this continued action with slow but steady 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 at these levels. Additionally, 2021 ADAM data shows 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 at these levels on this assessment. 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. We expect our English Learners and low-income students to continue to post year over year growth in their achievement levels on these measures. Five years of longitudinal data on CAASPP and ADAM show that our English Learners and low-income students have benefited from this continued action with slow but steady growth.

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

Annual stakeholder input indicates that our low-income, foster youth, and English learner students have limited access to opportunities to explore science and engineering. Specifically, stakeholder engagement feedback from the District English Learner Advisory Communities (DELAC) indicates families of English learners want increased access to the programs for their students and all English learners. Moreover, the district LCAP student and family surveys indicate that over 85% of respondents were "very interested" or "extremely interested" in these programs. Frequently these types of programs are offered privately and are not accessible to low-income and other unduplicated students. When provided with equitable learning opportunities, students from diverse unduplicated student group backgrounds can engage in scientific practices and construct meaning in both science classrooms and informal settings. Providing greater access to well-planned units of instruction that consider students' diverse backgrounds and needs, materials that promote hands-on and student inquiry, and opportunities for students to engage in experimentation is fundamental for English learners, low-income and foster youth students to master grade-level standards.

Additionally, 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. Providing programs including SEA-Perch and Project Lead the Way to students in the middle grades and STEM activities in lower grades provides high levels of skill development and exposure to career options to build upon and explore in high school. Surveys will continue to measure student interest and engagement for these actions and services, 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 at higher levels (C or above in ELA, Math, Science, 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. Providing AVID allows students to learn skills ranging from being able to apply technology effectively to working productively with a team. 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 stakeholder input consistently indicates the need to provide opportunities for our students to experience the arts. The district LCAP student and family surveys indicate that well over 90% of respondents were "very interested" or "extremely interested" in these types of programs. The performing arts in education provide students with the opportunity to engage the mind, the body, and emotions into a collaborative expression of all that it means to be human. Through study and performance, students explore and present great themes and ideas. Providing increased access to the VAPA standards provides increased opportunities for English learners to practice the language in authentic settings and provides those learning opportunities that low-income students frequently miss out on. With this continued action, we've 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 for our low-income and English learner students. Annual student and teacher surveys will be administered to measure the effectiveness of these programs through post surveys and on district LCAP student and family surveys indicating interest in these types of programs, along with instructional schedules and blueprints will continue to ensure access to a broad course of study.

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

Student and parent surveys have 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. Providing 1:1 student access to technology 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 developing 21st Century Skills. We achieved a 1:1 student device deployment in all grade levels to bridge this gap in school and at home with this action. This continued action will ensure that we are continuing to provide this technology accessible to our students from low-income backgrounds. Annual technology inventories will demonstrate that low-income students are assigned devices for use at school and home.

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

Annual stakeholder input consistently indicates the need to continue to provide 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. For students in low-income communities who may not have access to outdoor recreation space, increased and improved physical education programs provide cognitive content and instruction designed to develop motor skills, knowledge, and behaviors for physical activity and physical fitness. Additionally, collaboration among teachers positively influences the whole school community. Incremental collaborative activities in the form of professional learning communities provide opportunities to improve teaching and learning for English learners and low-income students.

Moreover, it has positive effects for teachers in improved self-efficacy, increased teaching effectiveness, and improved instructional quality. These positive effects will improve their quality as professionals. Also, reclassification and DORA data for our English learners support the need for increased and improved instructional programs. Cohort data comparison of our students' 5th and 7th-grade Physical Fitness Tests demonstrates growth in passing rates for all fitness tasks for our low-income students. This continued action will ensure that we can continue this upward trend in improving the physical fitness of our students as measured by the California Physical Fitness Test in the area of aerobic capacity for 7th-grade students, and teacher collaboration will be evaluated through reclassification and DORA data to determine continued need.

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

Annual stakeholder input consistently indicates the need to continue providing these expanded services for our low-income students since there are no public libraries in the District's boundaries or reasonable near to where most families live. Providing increased access to literature and a positive environment encourages children to spend significant amounts of time with books, a first step toward reading achievement. 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. This continued action will ensure access for low-income students. 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 11: Summer and Extended Learning Programs

Annual stakeholder input consistently indicates the need to continue to provide these expanded services for our low-income, English learner, and Foster Youth students. 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 at these levels. Additionally, 2021 ADAM data shows 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 at these levels on this assessment. 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 learning opportunities to build schema and background knowledge to connect learning. 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 assessments using DORA and ADAM will measure the effectiveness of our 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 stakeholder input consistently indicates the need to continue to provide these expanded services for our low-income students. While 28.38% of all students met or exceeded standards on the CAASPP Mathematics in 2019, only 28.78% of low-income students achieved at these levels. Additionally, 2021 ADAM data shows that 31.7% of all students scored proficient/above in mathematics, while only 13.3% of low-income students achieved at these levels on this assessment. Study trips offer students, and in particular, low-income students, a significant opportunity to add measurable depth to their education. Students in all grade levels are provided a minimum of two trips tied to grade-appropriate developmental milestones and content. Student study trip attendance and surveys will be used to measure the effectiveness of this continued action, along with Pre/Post diagnostic assessments using DORA and ADAM.

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

Annual stakeholder input consistently supports the use of supplemental materials and resources to enhance learning for our low-income and English learner students. 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 at these levels. Additionally, 2021 ADAM data shows 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 at these levels on this assessment. Teacher use of supplemental materials and resources with English learners and low-income students allows them to introduce content and instructional strategies that enrich the curriculum, enhance learning, help students make critical judgments, and stimulate their intellectual growth. The effectiveness of this continued action will be measured and evaluated by the progress made 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 stakeholder engagement survey and State assessments continue to indicate the need for increased and improved programs and services to support unduplicated student groups. Annual stakeholder input consistently indicates the need to continue to provide these expanded services for our low-income, English learner, and Foster Youth students. 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 at these levels. Additionally, 2021 ADAM data shows 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 at these levels on this assessment. CA Dashboard performance levels of foster youth indicate similar performance in English language arts and mathematics. 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 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; (4) 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 shows that 44% of all students scored proficient/above in reading comprehension, and only 32.96% of English Learners were proficient/above. 2021 ADAM data shows that 31.7% of all students scored proficient/above in mathematics, 21.83% of our English Learners achieved at these levels on this assessment. 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. DORA and ADAM diagnostic assessments will be used to measure student progress and program effectiveness of this continued action.

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

2021 DORA data shows that 44% of all students scored proficient/above in reading comprehension, while only 34% of English Learners reached this assessment level.

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 DORA diagnostic assessment will be used to measure student progress and program effectiveness.

Goal 3/Action 1: Increased Academic and Behavioral Supports

2019 California Dashboard Indicators indicate that low-income and foster 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. 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. Developing and implementing a comprehensive counseling and behavioral support program that includes school-wide PBIS, extended day programs, and Multi-tiered Systems of Support helps to create positive school climates and implement supports for students that allow them to successfully engage in learning and the school community. 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. 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.

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

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. 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 schoolwide PBIS, extended day programs, and Multi-tiered Systems of Support. 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. Annual progress will be measured on the California Dashboard Indicators. Annual progress will be measured on the California Dashboard suspension and chronic absenteeism indicators.

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 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 schoolwide 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. PBIS 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.

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. Services provide a network of support to staff members, students, and families, facilitating instruction and enabling students to succeed as individuals within the learning environment. 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 and data from the California Healthy Kids Survey will be used to measure program effectiveness, along with annual progress measured on the California Dashboard suspension and chronic absenteeism indicators.

Goal 3/Action 5: 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 students throughout the school year, along with surveys measuring students' sense of connection to their school learning environment.

Goal 3/Action 6: Enhanced Technology Infrastructure Upgrades and Ongoing Support

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. 100% of our students were provided technology access. 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. This continued action will ensure that we are continuing to provide this technology accessible to our students from low-income backgrounds. Annual technology inventories will demonstrate that low-income students are assigned devices for use at school and home.

Goal 3/Action 7: After School Sports, Wellness Activities, and Clubs

Annual stakeholder 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. Further, the district LCAP student and family surveys indicate that over 80% of respondents were "very interested" or "extremely interested" in health, sports, recreational clubs, and other 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 surveys to gauge interest in these activities will be conducted.

Goal 3/Action 8: 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 on County data reports, poses a risk for students walking to school in some locations. 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 stakeholder 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: 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 learner 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. The district LCAP student and family surveys indicate that over 90% of respondents were "very interested" or "extremely interested" in these programs. Participation in these events and programs provides English learner and low-income students with experiences that help them engage with their learning, experiences usually typical to 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 3/Action 11: 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. Community and safety programs support low-income schools and communities where significant numbers of children walking to school in areas with dangerous traffic conditions. 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. Professional

development for staff, students, and families on how to be safe in the community supports these identified needs for low-income families. Additionally, Campus monitors provide supervision and safety while students engage in enriched before, during, and afterschool activities through such programs as peaceful playgrounds and extended day learning and enrichment programs. Surveys determining the number of students walking to school will be used to determine levels of additional safety support, along with student surveys measuring their sense of safety.

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 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, 55.5% 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. The Childhood Early Experiences Questionnaire (CHEQ) will be used to determine the types and levels of services offered. 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

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, 55.5% 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 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. Stakeholder input through annual surveys consistently supports the expansion of family engagement in our schools. 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

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, 55.5% 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 support student learning. 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

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, 55.5% 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 - needs necessary for the immediate and long-term success of low-income, English learners and foster youth families and their students. 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, 55.5% 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. Providing increased family and community engagement programs at the District and school sites enhances opportunities for low-income and English language learner success. 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. 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.

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 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. 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. Including these activities to include the entire family unit provides support and information for families to support their children in learning. Family surveys following these experiences will be utilized to evaluate the effectiveness of these activities. 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 7: Enhanced Family and Community Communication and Access

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. Research shows that the more involved low-income and English learner parents are, the better their children perform at school; involvement requires being informed. 55.5% 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 stakeholder feedback shows an increased preference for communication through digital means, including website, text messages, and emails through multiple languages represented in the community. The effectiveness of this communication will continue to be monitored through annual surveys. 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. 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, 55.5% of enrolled students are classified as English learners requiring increased support services in primary languages and support navigating access to resources. Research indicates that there is a learning gap for low-income students due to a lack of access to enriching learning opportunities. Providing increased access to school libraries beyond the school day, family center resources, and support from Community Liaisons help provide direct services and connections to other community services. The services provided focus on specific community needs, including those specific to English learners, low-income students, and foster youth. Annual stakeholder input consistently indicates the need to continue to provide these expanded services to our families. 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 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, 55.5% 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. 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. Enhanced learning environments that provide access to technology, online resources, and high-quality literature during the day and before/after school allows for access low-income and English learner students may not have at home. Circulation records and visitor logs will be reviewed to determine the level of access for unduplicated students. Annual surveys measuring the extent to which the community perceives the District helps to provide community resources and the number of our families 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 for student intervention, additional staffing to support increased counseling services, extended service hours in libraries, and a newly created position to increase outreach to families and support an increase in attendance. In terms of quality, the LCAP plan includes expanded professional development for teachers, common core coaches, supplemental materials to support the implementation of common core, additional support for new teachers, improved access to technology and library materials, and field trips for students have increased in number and have been principally directed to identified unduplicated students and selected based on research which identifies strategies with the greatest impact on learning.

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 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 for foster and kinship families. Foster Youth supports are designed to

remove the unique barriers to learning that our students who are in out-of-home care or 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: additional 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 approximately 91% 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.

Expenditure Tables

Total Expenditures Table

Totals:	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$56,216,420.00	\$20,934,015.00	\$116,531,200.00	\$37,131,643.00	\$115,447,390.00	\$67,372,972.00	\$47,893,983.00

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	\$1,493,275.00				\$1,493,275.00
1	2	English Language Arts, Literacy, and English/Academic Language Development	English learner (EL), Low Income	\$1,996,066.00			\$1,435,032.00	\$3,431,098.00
1	3	Services to Support Mathematics Instruction	English learner (EL), Low Income	\$1,596,356.00			\$1,435,032.00	\$3,031,388.00

1	4	Services to Support Science and Engineering Programs	English learner (EL), Foster Youth, Low Income	\$202,094.00	\$144,145.00			\$346,239.00
1	5	School-wide Advancement Via Individual Determination (A.V.I.D.) Programs	Low Income	\$36,037.00				\$36,037.00
1	6	Visual and Performing Arts	Low Income, English learner (EL)	\$436,720.00				\$436,720.00
1	7	Increased and Improved Educational Technology Programs and Devices	Low Income	\$3,065,069.00				\$3,065,069.00
1	8	Elementary Physical Education Programs and Elementary Teacher Collaboration	Low Income, English learner (EL)	\$1,165,071.00				\$1,165,071.00
1	9	Extended Day and Summer Library Services	Low Income	\$75,573.00				\$75,573.00
1	10	Intervention and Enrichment	All		\$1,025,536.00			\$1,025,536.00
1	11	Summer and Extended Day Programs for Advanced Learners	Foster Youth, Low Income, English learner (EL)	\$219,787.00	\$829,801.00			\$1,049,588.00
1	12	Student Study Trips	Low Income	\$258,000.00				\$258,000.00
1	13	Certificated Reimbursement for Supplemental Instructional Materials	English learner (EL), Low Income	\$36,500.00				\$36,500.00
1	14	Programmatic Support for Instruction and Services	English learner (EL), Low Income, Foster Youth	\$1,856,293.00				\$1,856,293.00
1	15	Expanded Services to Preschool Age Children	Low Income	\$11,000.00				\$11,000.00
1	16	Maintaining Fully Credentialed and Appropriately Assigned Teachers and Staff	All	\$29,093,464.00	\$14,046,005.00			\$43,139,469.00

1	17	Maintaining Safe and Functional Facilities for All Students	All	\$6,416,741.00	\$25,446.00		\$390,235.00	\$6,832,422.00
1	19	Provides Standards Aligned Instructional Materials for All Students	All	\$680,665.00	\$4,863,082.00		\$33,681,078.00	\$39,224,825.00
2	1	Language Support Services for English Learners	English learner (EL), Low Income	\$260,348.00				\$260,348.00
2	2	Services to Improve English Learner Literacy	English learner (EL)	\$0.00			\$180,435.00	\$180,435.00
2	3	Extended Support Programs for English Learners	English learner (EL)	\$84,406.00				\$84,406.00
2	4	Expanded Services for Newcomer Students	English learner (EL)	\$416,503.00				\$416,503.00
2	5	Improving Dual Language Programs and Enrichment Services	Low Income, English learner (EL)	\$97,344.00				\$97,344.00
2	6	Expanded Foster Youth Services	Foster Youth	\$61,761.00				\$61,761.00
3	1	Support Services for Students and Families	Foster Youth, Low Income	\$266,351.00				\$266,351.00
3	2	Social Emotional Wellness Services and Support	Foster Youth, Low Income	\$1,340,024.00				\$1,340,024.00
3	3	Positive Behavior Support and Intervention	Low Income, Foster Youth	\$1,340,024.00				\$1,340,024.00
3	4	Expanded Health and Wellness Services	Low Income, Foster Youth	\$1,002,077.00				\$1,002,077.00
3	5	Social Emotional Learning Arts Integration Programs	Foster Youth, Low Income	\$24,141.00			\$9,831.00	\$33,972.00
3	6	Enhanced Technology Infrastructure	Low Income	\$137,679.00		\$1,165,312.00		\$1,302,991.00
3	7	After-School Sports and Recreation Programs	Low Income	\$53,872.00				\$53,872.00
3	8	Increased Student	Low Income	\$87,361.00				\$87,361.00

		Transportation Services						
3	9	Increased Services and Support for Students Experiencing Homelessness and Inadequate Housing	Low Income	\$50,800.00				\$50,800.00
3	10	Expanded Student Learning Events	Low Income, English learner (EL)	\$37,097.00				\$37,097.00
3	11	Community and School Safety Programs and Services	Low Income	\$123,654.00				\$123,654.00
4	1	Mountain View Family Center	Foster Youth, Low Income, English learner (EL)	\$604,878.00				\$604,878.00
4	2	Family Engagement Programs	Low Income, English learner (EL), Foster Youth	\$388,873.00				\$388,873.00
4	3	Family Engagement Workshops	Foster Youth, Low Income, English learner (EL)	\$284,500.00				\$284,500.00
4	4	Family and Community Outreach	English learner (EL), Low Income, Foster Youth	\$96,000.00				\$96,000.00
4	5	District and Site Partnership Action Team Plans	English learner (EL), Low Income	\$95,443.00				\$95,443.00
4	6	Family and Community Experiential Trips	Foster Youth, Low Income	\$22,000.00				\$22,000.00
4	7	Enhanced Family and Community Communication and Access	English learner (EL), Low Income	\$197,633.00				\$197,633.00
4	8	Extended Service and Support to Families	Foster Youth, English learner (EL), Low Income	\$48,530.00				\$48,530.00
4	9	Extended Library Service	Low Income, English learner	\$456,410.00				\$456,410.00

Contributing Expenditure Table

Totals by Type	Total LCFF Funds	Total Funds
Total:	\$20,025,550.00	\$25,225,138.00
LEA-wide Total:	\$17,659,251.00	\$22,858,839.00
Limited Total:	\$671,014.00	\$671,014.00
Schoolwide Total:	\$1,695,285.00	\$1,695,285.00

Goal #	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	1	Transitional Kindergarten Early Enrollment	Schoolwide	English learner (EL), Low Income	Specific Grade Spans, Transitional Kindergarten	\$1,493,275.00	\$1,493,275.00
1	2	English Language Arts, Literacy, and English/Academic Language Development	LEA-wide	English learner (EL), Low Income	All Schools	\$1,996,066.00	\$3,431,098.00
1	3	Services to Support Mathematics Instruction	LEA-wide	English learner (EL), Low Income	All Schools	\$1,596,356.00	\$3,031,388.00
1	4	Services to Support Science and Engineering Programs	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools	\$202,094.00	\$346,239.00
1	5	School-wide Advancement Via Individual Determination (A.V.I.D.) Programs	Schoolwide	Low Income	Specific Schools, Parkview, Twin Lakes, Monte Vista and Payne	\$36,037.00	\$36,037.00

1	6	Visual and Performing Arts	LEA-wide	Low Income, English learner (EL)	All Schools	\$436,720.00	\$436,720.00
1	7	Increased and Improved Educational Technology Programs and Devices	LEA-wide	Low Income	All Schools	\$3,065,069.00	\$3,065,069.00
1	8	Elementary Physical Education Programs and Elementary Teacher Collaboration	LEA-wide	Low Income, English learner (EL)	All Schools	\$1,165,071.00	\$1,165,071.00
1	9	Extended Day and Summer Library Services	LEA-wide	Low Income	All Schools	\$75,573.00	\$75,573.00
1	11	Summer and Extended Day Programs for Advanced Learners	LEA-wide	Foster Youth, Low Income, English learner (EL)	All Schools	\$219,787.00	\$1,049,588.00
1	12	Student Study Trips	LEA-wide	Low Income	All Schools	\$258,000.00	\$258,000.00
1	13	Certificated Reimbursement for Supplemental Instructional Materials	LEA-wide	English learner (EL), Low Income	All Schools	\$36,500.00	\$36,500.00
1	14	Programmatic Support for Instruction and Services	LEA-wide	English learner (EL), Low Income, Foster Youth	All Schools	\$1,856,293.00	\$1,856,293.00
1	15	Expanded Services to Preschool Age Children	Limited	Low Income	Specific Grade Spans, Birth to age 4	\$11,000.00	\$11,000.00
2	1	Language Support Services for English Learners	LEA-wide	English learner (EL), Low Income	All Schools	\$260,348.00	\$260,348.00
2	2	Services to Improve	LEA-wide	English learner (EL)	All Schools	\$0.00	\$180,435.00

		English Learner Literacy					
2	3	Extended Support Programs for English Learners	Limited	English learner (EL)	All Schools	\$84,406.00	\$84,406.00
2	4	Expanded Services for Newcomer Students	Limited	English learner (EL)	All Schools	\$416,503.00	\$416,503.00
2	5	Improving Dual Language Programs and Enrichment Services	Limited	Low Income, English learner (EL)	Specific Schools, Parkview, Payne, Twin Lakes	\$97,344.00	\$97,344.00
2	6	Expanded Foster Youth Services	Limited	Foster Youth	All Schools	\$61,761.00	\$61,761.00
3	1	Support Services for Students and Families	LEA-wide	Foster Youth, Low Income	All Schools	\$266,351.00	\$266,351.00
3	2	Social Emotional Wellness Services and Support	LEA-wide	Foster Youth, Low Income	All Schools	\$1,340,024.00	\$1,340,024.00
3	3	Positive Behavior Support and Intervention	LEA-wide	Low Income, Foster Youth	All Schools	\$1,340,024.00	\$1,340,024.00
3	4	Expanded Health and Wellness Services	LEA-wide	Low Income, Foster Youth	All Schools	\$1,002,077.00	\$1,002,077.00
3	5	Social Emotional Learning Arts Integration Programs	LEA-wide	Foster Youth, Low Income	All Schools	\$24,141.00	\$33,972.00
3	6	Enhanced Technology Infrastructure	LEA-wide	Low Income	All Schools	\$137,679.00	\$1,302,991.00
3	7	After-School Sports and Recreation Programs	LEA-wide	Low Income	Specific Grade Spans, Grades 4-8, All	\$53,872.00	\$53,872.00

					Schools		
3	8	Increased Student Transportation Services	LEA-wide	Low Income	All Schools	\$87,361.00	\$87,361.00
3	9	Increased Services and Support for Students Experiencing Homelessness and Inadequate Housing	LEA-wide	Low Income	All Schools	\$50,800.00	\$50,800.00
3	10	Expanded Student Learning Events	LEA-wide	Low Income, English learner (EL)	All Schools	\$37,097.00	\$37,097.00
3	11	Community and School Safety Programs and Services	LEA-wide	Low Income	All Schools	\$123,654.00	\$123,654.00
4	1	Mountain View Family Center	LEA-wide	Foster Youth, Low Income, English learner (EL)	All Schools	\$604,878.00	\$604,878.00
4	2	Family Engagement Programs	LEA-wide	Low Income, English learner (EL), Foster Youth	All Schools	\$388,873.00	\$388,873.00
4	3	Family Engagement Workshops	LEA-wide	Foster Youth, Low Income, English learner (EL)	All Schools	\$284,500.00	\$284,500.00
4	4	Family and Community Outreach	LEA-wide	English learner (EL), Low Income, Foster Youth	All Schools	\$96,000.00	\$96,000.00
4	5	District and Site Partnership Action Team Plans	Schoolwide	English learner (EL), Low Income	All Schools	\$95,443.00	\$95,443.00
4	6	Family and Community Experiential Trips	Schoolwide	Foster Youth, Low Income	All Schools	\$22,000.00	\$22,000.00
4	7	Enhanced Family and Community Communication and Access	LEA-wide	English learner (EL), Low Income	All Schools	\$197,633.00	\$197,633.00
4	8	Extended Service and Support to Families	Schoolwide	Foster Youth, English learner (EL), Low Income	Specific Schools, Parkview	\$48,530.00	\$48,530.00

4	9	Extended Library Service	LEA-wide	Low Income, English learner (EL)	All Schools	\$456,410.00	\$456,410.00
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Federal Funds Detail Report

Totals:	Title I	Title II	Title III	Title IV	CSI	Other Federal Funds
Totals	\$747,969.00	\$88,101.00	\$71,690.00	\$865,380.00	\$0.00	\$35,168,237.00

Goal #	Action #	Action Title	Title I	Title II	Title III	Title IV	CSI	Other Federal Funds	Total Funds
1	2	English Language Arts, Literacy, and English/Academic Language Development						\$1,435,032.00	\$3,431,098.00
1	3	Services to Support Mathematics Instruction						\$1,435,032.00	\$3,031,388.00
1	17	Maintaining Safe and Functional Facilities for All Students	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$390,235.00	\$6,832,422.00
1	19	Provides Standards Aligned Instructional Materials for All Students	\$747,969.00	\$88,101.00	\$71,690.00	\$865,380.00		\$31,907,938.00	\$39,224,825.00

Instructions

[Plan Summary](#)

[Stakeholder Engagement](#)

[Goals and Actions](#)

[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 LCAP template, please contact the local 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.

Introduction and Instructions

The Local Control Funding Formula (LCFF) requires LEAs to engage their local stakeholders in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have ten state priorities). LEAs document the results of this planning process in the Local Control and Accountability Plan (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] 52064(e)(1)). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. Local educational agencies (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 Stakeholder Engagement:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful stakeholder engagement (EC 52064(e)(1)). Local stakeholders 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 52064(b)(4-6)).

- Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC 52064(b)(1) & (2)).
- Annually reviewing and updating the LCAP to reflect progress toward the goals (EC 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 stakeholders 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 stakeholder engagement tool.

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 2020–21, 2021–22, and 2022–23 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 stakeholders and the public.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing, but also allow stakeholders 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 stakeholders 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 stakeholder engagement functions:

Given present performance across the state priorities and on indicators in the California School Dashboard, how is the LEA using its budgetary resources to respond to 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 or a set of actions that the LEA believes, based on input gathered from stakeholders, research, and experience, will have the biggest impact on behalf of its 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 students and community. 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, stakeholder input, 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? 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.

Stakeholder Engagement

Purpose

Significant and purposeful engagement of parents, students, educators, and other stakeholders, 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 stakeholder engagement should support comprehensive strategic planning, accountability, and improvement across the state priorities and locally identified priorities (*EC 52064(e)(1)*). Stakeholder engagement is an ongoing, annual process.

This section is designed to reflect how stakeholder engagement influenced the decisions reflected in the adopted LCAP. The goal is to allow stakeholders that participated in the LCAP development process and the broader public understand how the LEA engaged stakeholders 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 stakeholder groups 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 stakeholder 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 stakeholder engagement 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 stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP.”

Describe the stakeholder engagement process used by the LEA to involve stakeholders in the development of the LCAP, including, at a minimum, describing how the LEA met its obligation to consult with all statutorily required stakeholder groups 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 stakeholders. A response may also include information about an LEA’s philosophical approach to stakeholder engagement.

Prompt 2: “A summary of the feedback provided by specific stakeholder groups.”

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

Prompt 3: “A description of the aspects of the LCAP that were influenced by specific stakeholder input.”

A sufficient response to this prompt will provide stakeholders and the public clear, specific information about how the stakeholder 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 stakeholder feedback described in response to Prompt 2. This may include a description of how the LEA prioritized stakeholder requests 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 stakeholder 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 services
- 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 stakeholders 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 stakeholders 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 stakeholders. 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 stakeholders, 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.

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 2019–20 outcomes on some

metrics may not be computable at the time the 2020–23 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 2020–21. 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 2021–22, 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 2022–23, 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 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2023–24 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 2022-23:** 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 2022–23 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 (2022-23)
Enter information in this box when completing the LCAP for 2020–21 .	Enter information in this box when completing the LCAP for 2020–21 .	Enter information in this box when completing the LCAP for 2021–22 . Leave blank until then.	Enter information in this box when completing the LCAP for 2022–23 . Leave blank until then.	Enter information in this box when completing the LCAP for 2023–24 . Leave blank until then.	Enter information in this box when completing the LCAP for 2020–21 .

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 expenditure 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 expenditure 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. Minor variances in expenditures 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 stakeholders. 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 stakeholders with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improved services for its unduplicated students as compared to all students 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 stakeholders 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

This section must be completed for each LCAP year.

When developing the LCAP in year 2 or year 3, copy the “Increased or Improved Services” section and enter the appropriate LCAP year. Using the copy of the section, complete the section as required for the relevant LCAP year. Retain all prior year sections for each of the three years within the LCAP.

Percentage to Increase or Improve Services: Identify the 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).

Increased Apportionment based on the enrollment of Foster Youth, English Learners, and Low-Income Students: Specify the estimate of the amount of funds apportioned on the basis of the number and concentration of unduplicated pupils for the LCAP year.

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.

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 2020–23 LCAP from the 2017–20 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% 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% 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%: For school districts with an unduplicated pupil percentage of 55% 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%: For school districts with an unduplicated pupil percentage of less than 55%, 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% 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% 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. 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.

Expenditure Tables

Complete the Data Entry table for each action in the LCAP. The information entered into this table will automatically populate the other Expenditure Tables. All information is entered into the Data Entry table. Do not enter data into the other tables.

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

- Table 1: Actions
- Table 2: Total Expenditures
- Table 3: Contributing Expenditures
- Table 4: Annual Update Expenditures

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, provide the following information for each action in the LCAP for the relevant 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.
- **Increased / Improved:** 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 K-5), 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”.
- **Personnel Expense:** This column will be automatically calculated based on information provided in the following columns:
 - **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
 - **Total Non-Personnel:** This amount will be automatically calculated.
- **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).
- **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.