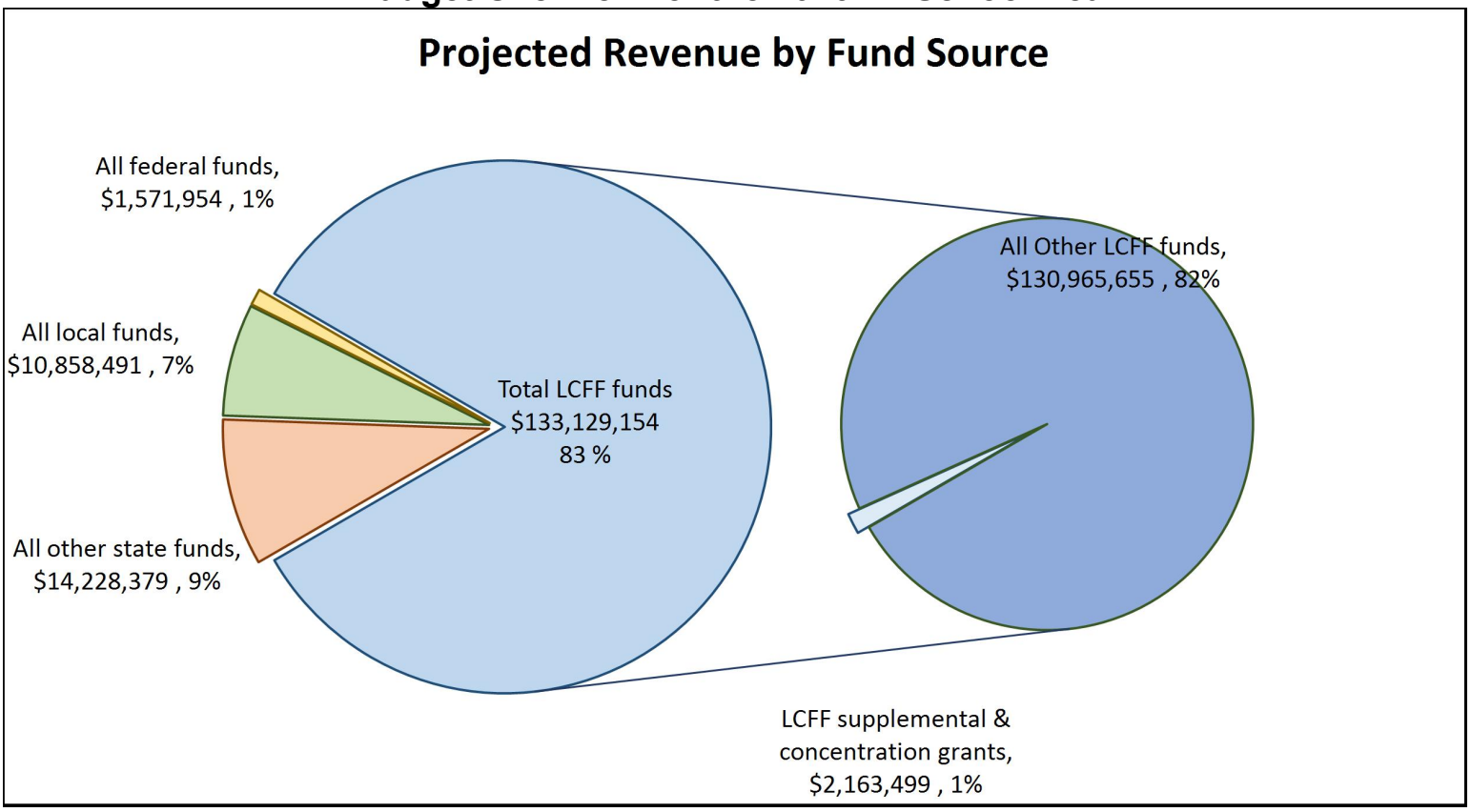
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Mountain View-Los Altos Union High School District
CDS Code: 43696090000000
School Year: 2026-27
LEA contact information:
Eric Volta
Superintendent
eric.volta@mvla.net
(650) 940-4650 x0011

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 2026-27 School Year

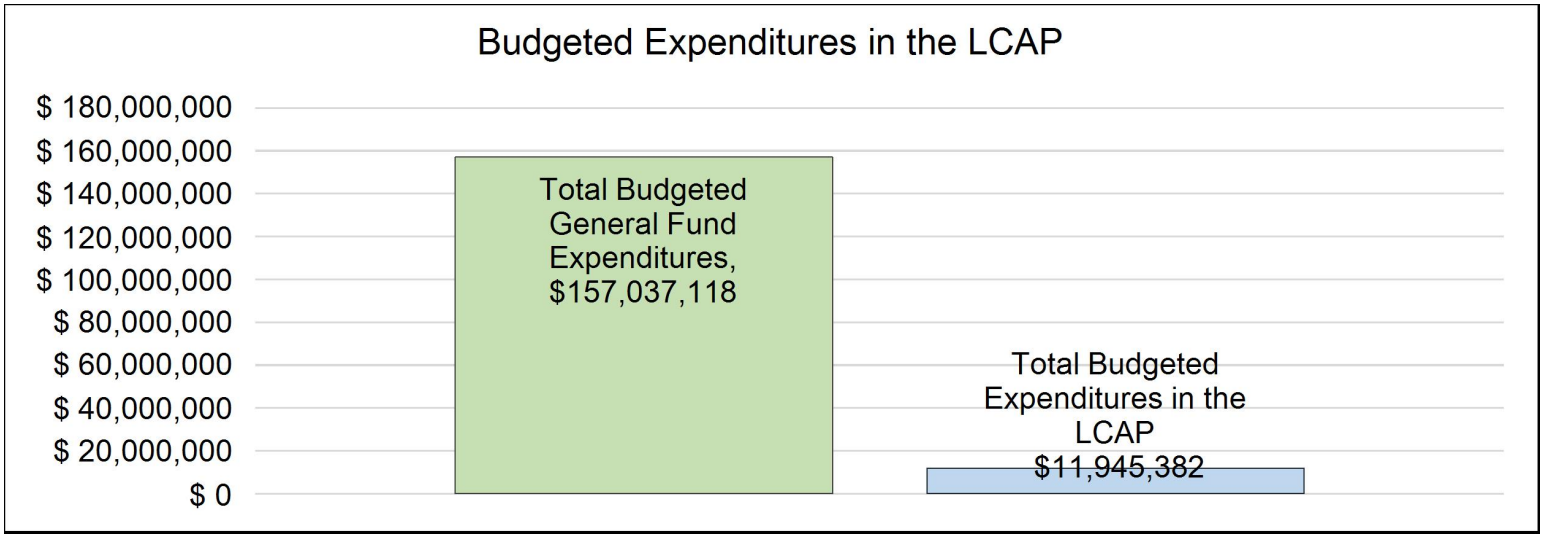


This chart shows the total general purpose revenue Mountain View-Los Altos Union High School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Mountain View-Los Altos Union High School District is $159,787,978, of which $133129154 is Local Control Funding Formula (LCFF), $14228379 is other state funds, $10858491 is local funds, and $1571954 is federal funds. Of the $133129154 in LCFF Funds, $2,163,499 is generated based on the enrollment of high needs students (Foster Youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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.



This chart provides a quick summary of how much Mountain View-Los Altos Union High School District plans to spend for 2026-27. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Mountain View-Los Altos Union High School District plans to spend $157,037,118 for the 2026-27 school year. Of that amount, $11,945,382 is tied to actions/services in the LCAP and $145,091,736 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

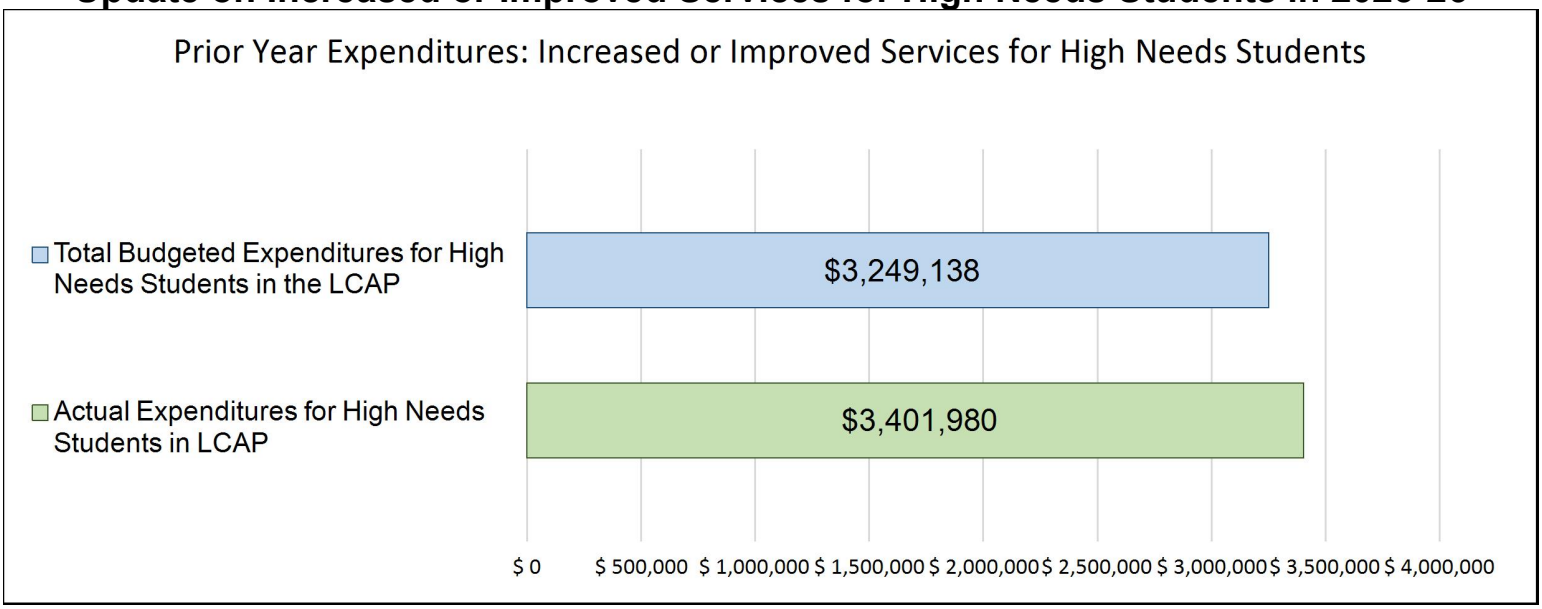
The $145,091,736 in General Fund expenditures not included in the LCAP will support the district's core educational and operational program, including certificated and classified salaries and benefits; general education classroom staffing and school-site operations; special education services; facilities, maintenance, utilities, transportation, technology, insurance, district administration, and other restricted or unrestricted General Fund expenditures not specifically identified as LCAP actions.

Increased or Improved Services for High Needs Students in the LCAP for the 2026-27 School Year

In 2026-27, Mountain View-Los Altos Union High School District is projecting it will receive $2,163,499 based on the enrollment of Foster Youth, English learner, and low-income students. Mountain View-Los Altos Union High School District must describe how it intends to increase or improve services for high needs students in the LCAP. Mountain View-Los Altos Union High School District plans to spend $3,253,812 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 2025-26



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

The text description of the above chart is as follows: In 2025-26, Mountain View-Los Altos Union High School District's LCAP budgeted $3,249,138 for planned actions to increase or improve services for high needs students. Mountain View-Los Altos Union High School District actually spent $3401980 for actions to increase or improve services for high needs students in 2025-26.

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-Los Altos Union High School District	Eric Volta Superintendent	eric.volta@mvla.net (650) 940-4650 x0011

Plan Summary [2026-27]

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA. LEAs may also provide information about their strategic plan, vision, etc.

The Mountain View Los Altos High School District (MVLA) is a comprehensive public high school district (9-12) located in the heart of Silicon Valley, serving a diverse student body from both professional and working-class families. MVLA consists of two high schools, including Los Altos High School (LAHS) and Mountain View High School (MVHS), Alta Vista High School (AVHS), the continuation high school, and a number of alternative programs, including Freestyle Academy, Adult Transition Program, Middle College and College Now. Our attendance area includes highly affluent sections of Los Altos, Los Altos Hills, and Mountain View as well as low-income housing sections of Mountain View. Newsweek ranked LAHS and MVHS among the top 10% of high schools nationwide. The enrollment of 4,452 students in the district includes 33.8% Caucasian, 25.4% Latino, 35.8% Asian, and 5% other or multi-racial. Student groups in MVLA include Foster Youth 0.11%, Homeless 2.18%, English Learners 6.67%, and Students with Disabilities 8.01% (Oct 2025, CBEDS Day). The two comprehensive high schools, LAHS and MVHS, went through the Western Association of Schools and Colleges (WASC) accreditation during the 2024-25 school year. Both schools were granted a six-year accreditation status through June 30, 2031. AVHS also went through the Western Association of Schools and Colleges (WASC) mid-year review in the 2024-25 school year. Alta Vista High School's accreditation is now reaffirmed through the end of the current accreditation cycle ending on June 30, 2028. No schools in the MVLA District receive Equity Multiplier funding.

Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

Areas of Significant Achievement
**Math and ELA Performance: MVLA students continue to demonstrate strong performance in both Mathematics and English Language Arts, consistently scoring above state averages. Overall ELA Distance from Standard improved by 23.2 points (from 65.3 to 88.5 Above Standard). Math Distance from Standard improved by 31.5 points (from 21.4 to 52.9 Above Standard), earning Blue status on the CA Dashboard. This success reflects the strength of MVLA's instructional programs and the commitment of educators and support staff.
**School Climate: Results from the California Healthy Kids Survey (CAHKS) for 2025-26 indicate a positive school environment. Academic Motivation (72%), School Connectedness (74%), and Caring Adult Relationships (72%) all showed year-over-year gains from the 2023-24 baseline. High levels of satisfaction among students, families, and staff suggest that MVLA's efforts to create inclusive, supportive environments are having a meaningful impact.
**Parent Engagement: MVLA has seen maintained and strengthened parent engagement in several areas: We are maintaining our participation in ELAC (15-30 parents per meeting), Family Special Education Partnership meetings have shifted from a single, all-in-one format to more differentiated meetings focused on specific topics, student needs, and parent groups, and the Family Partnership Council increased membership (61 members; 35-40 per meeting). These strong partnerships reinforce MVLA's belief that parent involvement is a key driver of student success.
**Suspension Rates: Districtwide suspension rates declined, with overall chronic absence improving from 3% to 2%. Students reporting knowledge of where to go for mental health support increased from 73% to 79%, reflecting a more restorative and supportive approach to student wellness and discipline.
**Board Indicators: MVLA improved in 5 out of 9 Board Indicators, with overall CA Dashboard performance meeting standards in 10 of 11 indicators.
**Graduation Rates for English Learners and Homeless Youth: Both groups showed improved graduation rates. EL graduation rate increased from 69% (2022-23 baseline) to 84.8% (2024-25 CA Dashboard), representing a 15.8-point gain. These gains reflect targeted efforts to remove barriers and provide tailored support.
**A-G Completion Rate: MVLA achieved an 81.5% A-G completion rate (SY 2024-25), reflecting strong college readiness across the student population.
**Advanced Placement Performance: 93.6% of AP exam takers scored a 3 or higher (SY 2024-25), up from 87.4% in the 2022-23 baseline. Significant gains were recorded for SED students (83%, up from 62.8%) and Students with Disabilities (71.2%, up from 65.7%).
**EL Reclassification: 27.95% of English Learners were reclassified to Fluent English Proficient in SY 2024-25, nearly tripling the 9.09% baseline rate. ELPI progress also improved to 46.3% (up from 39.4% baseline).
**CTE and Career Readiness: CTE course enrollment grew to 31% overall (from 28% baseline), with increases across all subgroups. CTE pathway completion by 12th graders increased to 11% (from 6% baseline).

Areas for Growth and Continued Focus
**ELA and Math Proficiency for Focal Groups: Despite strong overall performance, progress toward meeting standards remains an area of growth, particularly for English Learners (ELA: 87.0 Below Standard), Students with Disabilities (ELA: 56.5 Below Standard; Math: 127.4 Below Standard), and Socioeconomically Disadvantaged students (Math: 96.0 Below Standard). These groups continue to face significant gaps relative to their peers.
**EL English Language Proficiency: Long-Term English Learners (LTELs) continue to face challenges in achieving English language proficiency. The percentage of LTEL students declined from 39% to 31%, showing some progress, though sustained support is needed.
**Students with Disabilities & Academic Access: SWD students remain below standard in both ELA and Math on the CA Dashboard. MVLA will continue to expand co-teaching, LRE placements, and specialized supports. LRE at 80%+ improved to 55% (from 51% baseline).

**College/Career Indicator: The CCI remains a growth area for Long-Term English Learners and Students with Disabilities. MVLA is addressing gaps in opportunity and access through expanded CTE pathways, dual enrollment, and direct enrollment initiatives.
**Attendance: While overall attendance remains strong (96%), chronic absence for English Learners (7%) and Students with Disabilities (8%) continues to be an area of focus. Staff survey data and student feedback both identified attendance accountability as a priority.
Lowest-Performing Schools and Student Groups
The LCAP includes required actions to address areas where MVLA was identified in the red on the 2023 Dashboard:
**Graduation Rates: Socioeconomically disadvantaged students and students experiencing homelessness (Actions 2.1, 2.2, 2.4)
**Academic Performance: English Learner students in ELA/Math (Actions 1.5 and 2.10)

MVLA has LREBG funds available to support learning recovery. During the 2025–26 fiscal year, MVLA received $77,028 in LREBG funds. MVLA expended $27,474.11 under Goal 1, Action 1.3 to support mathematics and English language development curriculum development, course-team collaboration, teacher release or retreat time, standards alignment, common instructional resources, calibrated assessments, and academic-language supports. After 2025–26 expenditures, $49,553.89 remained unspent.
MVLA anticipates receiving an additional $154,056 in LREBG funds during the 2026–27 fiscal year. Total LREBG resources available for 2026–27 are therefore $203,589.89. The 2026–27 LCAP budgets $203,589.89 of these resources as follows: $50,000 for Goal 1, Action 1.1; $50,000 for Goal 1, Action 1.3; and $103,589.89 for Goal 2, Action 2.5.
MVLA conducted a needs assessment using California School Dashboard results, local assessment data, course performance, credit accumulation, attendance, summer school enrollment, Student Success Team data, and input from students, staff, families, and district educational partners. The assessment identified continuing academic and engagement needs, particularly for English Learners, students with disabilities, socioeconomically disadvantaged students, and students experiencing housing instability. The needs assessment informed the allocation of 2026–27 LREBG funds to Goal 1, Actions 1.1 and 1.3, and Goal 2, Action 2.5.
The effectiveness of the LREBG-funded activities will be monitored by action: Action 1.1 through Metrics 1.1, 1.2, 1.4, 1.5, and 1.6; Action 1.3 through Metrics 1.10, 1.11, and 1.12; and Action 2.5 through Metrics 2.8, 2.13, and 2.14. Additional implementation data will include professional-learning participation, curriculum and course-team products, students served, credits recovered, course completion, attendance, chronic absenteeism, and graduation outcomes.

Looking Ahead
MVLA remains deeply committed to ensuring every student has the opportunity to succeed academically and personally. While celebrating meaningful progress, including expanded CTE offerings, improved AP access for focal groups, record reclassification rates, and stronger mental health support infrastructure, MVLA recognizes that important work remains. Continued focus on instructional coherence, attendance accountability, AI literacy policy, and equitable access for ELs and SWDs will guide efforts in 2026-27.

Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

MVLA was identified as eligible for Differentiated Assistance on the 2023 Dashboard based on outcomes for English Learners in Academics (ELA/Mathematics) and Suspensions and Homeless Youth in Graduation and College/Career.

In partnership with the Santa Clara County Office of Education (SCCOE), MVLA engaged in the following improvement efforts:

- An in-depth analysis of data to determine root causes of identified gaps
- Identification of evidence-based practices and interventions to address challenges
- Development of an implementation and monitoring plan for 2025-26, as reflected in the LCAP

Progress to date: According to the 2025 California Dashboard, MVLA increased the graduation rate for homeless students (moving out of red), achieved significant Math gains for English Learners (increasing by 144 points, moving out of red), and improved overall ELA performance by 23.2 points. EL graduation rates increased from 69% to 84.8%.

Actions to address academic challenges are included in Goal 1 (Actions 1.1, 1.2, 1.4) and Goal 2 (Actions 2.1, 2.2, 2.4, 2.5, 2.10, 2.12). Actions to address suspension challenges are included in Goal 2 (Action 2.7).

Through the sustained efforts and actions outlined above, MVLA has successfully exited Differentiated Assistance.

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.

N/A

Support for Identified Schools

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

N/A

Monitoring and Evaluating Effectiveness

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

N/A

Engaging Educational Partners

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Educational Partner(s)	Process for Engagement
Admin Council: (District Administrators, Directors, Coordinators, Principals, Assistant Principals)	Convened with the administrative council on two occasions during the 2025-26 school year to conduct a thorough analysis of data, formulate strategic goals and corresponding actions for inclusion in the LCAP, and deliberate on the administrative team's specific roles and responsibilities necessary to bolster the attainment of these goals and actions. Admin Council LCAP Session: March 26, 2026: Three structured discussion groups provided targeted feedback organized around MVLA's two LCAP goals. Group 1 (Goal 1 Focus): Identified Constructing Meaning professional learning as working well, with emphasis needed on maintaining rather than expanding. Noted strong CTE pathway expansion, with a recommendation to now prioritize quality over further growth. Supported continuation of school-based mental health services. Challenges identified: MLL Tier 2 supports; inclusion of students with special needs in summer school general education; barriers to family attendance at on-campus events. Requested more specificity on "culturally responsive" practices and clarity on AI focus within the LCAP. Group 2 (Goals 1 & 2 Focus): Identified CM-aligned professional learning, improved parent communication via ParentSquare, and expanded co-teaching and open access for MLLs as working well. Highlighted the lack of a defined, comprehensive MTSS system as the primary challenge, including unclear Tier 1/2/3 examples, absence

Educational Partner(s)	Process for Engagement
	of site MTSS teams and coordinators, and no minimum standard for UDL/Differentiated Instruction. Urged protection of inclusion and SWD/MLL supports. Identified culturally responsive curriculum and accessible, relevant data for admin and course teams as missing elements. Group 3 (Support Systems Focus): Recognized progress on Tier 1 instructional practices, PD rollout, and focal student/peer observation protocols. Challenges noted in attendance/tardy support, MTSS implementation at Tiers 1 and 2, and scaffolding for inclusion. Recommended protecting academic/career counseling and mental health clinician support. Identified as missing: collaborative data use for specific target groups (“street data”), structured site-to-site collaboration time, and systematic piloting of practices to improve student outcomes.
District English Learner Advisory Council: (English Learner Advisory Council, Leadership, ELD Coordinators, ELD Classified Staff, Board Members, District Administrators, Assistant Principals, and Parents)	During a DELAC meeting on April 30, 2026, a presentation was delivered followed by discussion of LCAP goals, stakeholder questions, comments, and feedback. Two key input themes emerged: (1) the ongoing challenge for immigrant families to navigate the American school system, and (2) the need for structured ELD Family Workshops on high school structure, grades/GPA, ParentSquare/Canvas, and financial aid. The district responded by expanding the Family Roadmap resource and committing to ELD parent workshops as part of Action 1.6 and 2.11.
Ed Services Team: (Teachers, Coordinators, Specialists, and Associate Superintendent of Educational Services)	Throughout three distinct meetings, we engaged in a comprehensive analysis of data, incorporating feedback from various stakeholders. From this process, The Ed Services Team's analysis of Y2 EL reclassification data and SWD D/Fs trends directly informed the expansion of the RFEP Academic Transition Protocol and the co-teaching rostering guideline added to Year 3.
Family Partnership Council: (District Administrators, Directors, Coordinators, Principals, Teachers, Other School Personnel Local Bargaining Units of the LEA, Parents)	Over the course of three separate meetings, the FPC analyzed data, identified actionable next steps, and provided feedback to advance LCAP development. Key feedback from FPC (January and April 2026):

Educational Partner(s)	Process for Engagement
	Successes to build on: Strong staff and programs, exceptional teaching staff, rising scores; positive freshman transition, co-teaching, Constructing Meaning routines, mental health supports; strong AVID resources, CTE opportunities, A-G access (including Alta Vista); strong family communication and community connections. Challenges to address: Equity gaps persist across subgroups; inclusion is not automatic (noting that more intentional structures are needed to support students with disabilities in accessing general education settings); inconsistent grading/assessment/homework across subject-matter teams; need a full CTE pathway story. What to protect: Tutorial periods and safe, nurturing campus; rigor while protecting all groups; supports for students with disabilities; graduation with all options, MetroEd, Foundation Scholar mentors; collaboration and extracurriculars. What families want next: Training on communication tools for underrepresented parents; VAPA supports, PE impact monitoring, life skills/personal finance; use of more subgroup data; incorporation of SMART goals and benchmarks; clarity on how resources are allocated to goals.
MVLA Counselor Collaborative: (Academic Counselors, College and Career Counselors, Assistant Principals, and Associate Superintendent of Educational Services)	Attended a partnership meeting where a presentation was delivered, followed by discussion of LCAP goals and feedback. A strong focus on Tier 2 counseling, encompassing motivational interviewing training and Student Information System code improvements, was identified as a key priority for counselors.
Professional Learning Planning Committee: (Associate Superintendent of Educational Services, Coordinators, Principals, Assistant Principals, WASC Coordinators, Instructional Support Teachers)	During meetings, we discussed the development of the LCAP and gathered comments and feedback to enhance its development. The committee emphasized the need for a strong implementation and training plan focused on Tier 1 instructional strategies for all students (Action 1.1) and a system for ongoing monitoring and support to ensure consistent classroom application.
Special Education Families and Community Advisory Committee (CAC, Transition, ATP)	During a partnership meeting, a presentation was delivered followed by discussion involving questions, comments, and feedback on the LCAP. CAC met five times during 2025-26 (October through May).

Educational Partner(s)	Process for Engagement
	Transition meetings held 12/4/2025, 12/9/2025, and 1/22/2026. ATP Parent Meeting held 8/27/2025 and 1/28/2026. Special education families highlighted the importance of IEP/accommodation protections and inclusive general education access.
Student Input Session: Students (grades 9-12), Superintendent, and Associate Superintendent of EdServices	Student LCAP input was gathered through structured poster sessions with 7 poster groups, with feedback mapped to MVLA LCAP 2024-27 actions. Key themes across groups included: Working well: Special education/IEP supports; multilingual learner programs; academic/career counseling; four-year plans with counselors; AVID; graduation with all options; equitable technology access; safe and nurturing campus; mental health/wellness services; CTE programs; student centers. Challenges: Inconsistent grading and teaching across courses; AI policy clarification; mental health challenges for teachers and students. What's missing: Culturally responsive curriculum; AI usage rules and balance; anonymous reporting for staff; mental health training for teachers; peer counseling reconsideration; more CTE promotion; consistent check-ins with all students; life skills/personal finance; community connection; student recognition. What to protect: IEP/accommodations; ELD/ELL support; academic and career counseling; mental health services; CTE programs; ACT prep; teen health van.
SELPA Executive Director	The draft LCAP was provided to the SELPA Director and an email with targeted feedback was provided in response on May 26, 2026 consultation. The Mountain View–Los Altos Union High School District (MVLA) LCAP reflects a thoughtful and data-informed approach to supporting students with disabilities (SWDs), with clear identification of both strengths and areas for continued growth. The district reports that students with disabilities represent 8.01% of the total enrollment of

Educational Partner(s)	Process for Engagement
	4,452 students, providing important context for the scope of services and supports described in the plan. The LCAP includes a detailed reflection on annual performance, highlighting both notable achievements and ongoing challenges. Among areas of success, students with disabilities demonstrated strong gains in Advanced Placement performance, with 71.2 percent of SWDs scoring a 3 or higher, an increase from 65.7 percent. At the same time, academic performance data identifies continued areas of need. On the California School Dashboard, students with disabilities remain below standard in both English Language Arts and Mathematics, with significant distances from standard in both areas. The district acknowledges these gaps and identifies a continued focus on expanding co-teaching models, increasing access to general education settings, and strengthening specialized supports. Progress has been made in inclusion, as evidenced by growth in least restrictive environment (LRE) participation, with 55 percent of SWDs served in general education settings 80 percent or more of the day, up from approximately 50% baseline. Student engagement data indicates that while overall attendance rates remain high at 96 percent, chronic absenteeism for SWDs (8 percent) continues to be an area of concern. Feedback from staff and students further reinforces attendance accountability as a priority area for improvement. The LCAP reflects meaningful engagement with educational partners, including input from the Family Partnership Council and district surveys. Stakeholder feedback highlights persistent equity gaps, particularly for students with disabilities, and underscores the importance of increasing access to general education, strengthening supports, and ensuring inclusive practices. Families emphasized the need for strong IEP protections, improved access to general education opportunities, and more consistent support systems. Survey results also indicated mixed perceptions regarding the effectiveness of supports for SWDs. The plan acknowledges the SELPA review and consultation process. This reflects alignment with required consultation practices and

Educational Partner(s)	Process for Engagement
	demonstrates the district's commitment to incorporating SELPA input into its LCAP development. Students with disabilities are well integrated across the district's LCAP goals, with alignment between metrics and actions. In Goal 1, which focuses on inclusive and culturally responsive classrooms, SWDs are included in multiple academic metrics, including distance from standard, Advanced Placement outcomes, and overall academic performance. Actions within this goal explicitly support SWDs through consistent Tier 1 instructional practices, targeted classroom supports for students with special needs, and efforts to strengthen student and family engagement. In Goal 2, which centers on strengthening the Multi-Tiered System of Supports (MTSS), SWDs are embedded across a wide range of metrics, including attendance, graduation, suspension, college and career readiness, and participation in specialized programming. Actions within this goal address key areas such as expanding intervention services, enhancing collaboration with college and career partners, strengthening extended learning programs, and improving special education programs and processes. Overall, the SELPA LCAP review and consultation findings indicate that MVLA has developed a comprehensive and aligned approach to supporting students with disabilities. The district demonstrates strong performance in areas such as Advanced Placement participation while maintaining a clear focus on addressing persistent gaps in academic achievement, access to general education, and attendance.
Staff Input Survey	A community survey was administered to certificated staff, classified staff, and administrators across all sites. Approximately 85+ responses were collected from May 7-10, 2026. Key themes: Top priorities identified by staff: Attendance support; consistent high-quality instruction; mental health and wellness; responsible use of AI and educational technology; academic counseling; CTE pathways; restorative practices and clear discipline systems; newcomer and multilingual learner support; special education and inclusive practices.

Educational Partner(s)	Process for Engagement
	What is working well: Counseling and CCC resources; strong relationships between staff and students; AVID; equitable technology access; Constructing Meaning framework; special education in inclusive settings; mental health staff. Areas for improvement: Attendance accountability and early intervention; consistent discipline practices; AI policy and responsible use; co-teaching support and consistency; MTSS structures (expand to include staffing, such as MTSS coordinator); more meaningful input opportunities for staff; staff expressed interest in additional structured channels for input on district-level decisions.
Student and Families LCAP Input Survey	An open community survey was administered to students, parents/guardians, and community members. Approximately 160+ responses were collected May 11–13, 2026, representing students in grades 9–12 at MVHS and LAHS, parents/guardians, and community partners. Key themes: Top three LCAP priorities most frequently selected: (1) Consistent, high-quality teaching; (2) Grading and assessment consistency within courses; (3) Mental health and wellness supports. Other frequently cited priorities: CTE, internships, and work-based learning; high school, college, and career counseling; thoughtful use of technology and AI to support teaching and learning; supports for students with disabilities and inclusive practices; family engagement and communication; dual enrollment/direct community college enrollment access; academic intervention and tutoring. Goal 1; Classroom Instruction and Equity: Respondents agreed that students experience high expectations and that coursework is rigorous. The most consistent concern was inconsistent grading and assessment practices across teachers in the same course. Students and parents noted that teachers of the same subject sometimes teach and assess significantly different content. Supports for students with disabilities (IEPs/504s) received mixed ratings. Several respondents noted strengths in specific teachers, the Tutorial Center, and AVID. Concerns were also raised about teacher-student communication and timely grade reporting, particularly when students are struggling.

Educational Partner(s)	Process for Engagement
	Goal 2; Student Support, Wellness, and College/Career Readiness: Tutoring and academic intervention resources received generally positive ratings, with the Tutorial Center specifically praised. College and career counseling was rated positively overall, though parents of 9th and 10th-graders requested expanded counseling access for underclassmen. Mental health services received mixed feedback; students acknowledged that resources exist. Multiple respondents requested expanded CTE options, particularly non-STEM and business-related pathways, and stronger dual enrollment/direct community college access. The attendance system received critical feedback from multiple respondents. AI in teaching was a recurring topic, with respondents split on appropriate use. Concerns Noted by Specific Groups: Families of students with IEPs or 504 plans raised concerns about inclusion quality, testing accommodations access, and improved communication. One parent noted that more support is needed for military-connected students. Community partners and “Other” respondents identifying with SWD families also submitted consistently low ratings, suggesting submitted feedback indicating a desire for improved communication, clearer accommodation processes, and more consistent inclusion practices.

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

Feedback gathered from all educational partner sessions was critical in shaping and refining MVLA's two broad LCAP goals and specific actions for 2026-27. The following summarizes how key feedback themes influenced specific decisions:

Feedback Theme 1: AI Policy and Responsible Use
Multiple stakeholder groups; students, staff, and families, expressed need for more AI policies and guidance. Students raised concerns about the inconsistent application of AI expectations and requested clearer, shared guidelines for AI use across courses. Staff survey respondents identified 'Responsible use of AI and educational technology' as a top priority and noted that students are increasingly dependent on AI in ways that undermine skill development. This directly influenced Action 2.6 (Ensure equitable access to streamlined and safe technology), which now specifically addresses developing comprehensive practices and protocols for the safe and ethical use of AI tools, including digital citizenship curriculum and an Educational Technology Committee.

Feedback Theme 2: Attendance Accountability
Attendance support was the single most frequently cited priority in the staff community survey, with multiple respondents noting that attendance issues are a root cause of academic underperformance and disconnection. This feedback reinforced the emphasis on attendance-related metrics (2.12, 2.13, 2.14) under Action 2.5 (Improve and Expand Intervention Services) and the explicit inclusion of attendance tracking for English Learners, Students with Disabilities, and SED students.

Feedback Theme 3: Instructional Coherence and Grading Consistency
FPC families, students, and staff consistently identified inconsistent grading, course alignment, and assessment practices as challenges, particularly across subject-matter teams and in courses serving students with IEPs and in SDAIE programs. This feedback reinforced the district's continued investment in Action 1.1 (Consistent Tier 1 Instructional Practices), Action 1.3 (Collaborative Course Teams), and Action 1.4 (Co-Teaching and Inclusive Practices), with specific attention to providing more collaboration time, maintaining professional development, and implementing clearer grading frameworks.

Feedback Theme 4: Mental Health and Wellness
Mental health was identified as a concern across all stakeholder groups. Students flagged it as both a challenge and something to protect. Staff noted the need for mental health training for teachers. FPC highlighted it as a program to protect. Survey respondents prioritized mental health services for both students and staff. This feedback reinforced Actions 2.8 and 2.9 (School-Based Mental Health and Wellness) and the district's continued partnership with community-based providers (Metric 2.20).

Feedback Theme 5: CTE Opportunities and Communication
Students asked for stronger promotion of CTE programs and work-based learning opportunities within. Some asked for trade options within CTE. FPC identified the need for a 'full CTE pathway story.' Staff survey respondents prioritized CTE pathways, internships, and work-based learning. This directly influenced Action 2.12 (Enhance the CTE Program) and Action 2.2 (Build High School Extended Learning Program), with targets including 37% CTE enrollment and 15% pathway completion by Year 3.

Feedback Theme 6: Family Navigation and Communication - Multilingual Families
DELAC feedback emphasized that immigrant and multilingual families find the American school system difficult to navigate. Families requested a simple visual Family Roadmap covering A-G requirements, graduation requirements, and key annual decision points. They also requested workshops on high school structure, GPA, ParentSquare/Canvas, and financial aid. This influenced Action 2.11 (Promote Parent Engagement and Communication), which now includes ELD Family Workshops across the year and proactive outreach to underrepresented families.

Feedback Theme 7: Special Education Inclusion and IEP Protections
Students identified IEP/accommodation protections as something to protect and flagged concerns about inclusion in co-taught settings. FPC expressed the need for better pathways for students with disabilities into general education. Staff noted that co-teaching needs more support, including teacher training. This feedback reinforced Action 1.4 (Co-Teaching and Inclusive Practices) and Action 2.13 (Special Education Programs), with targets for LRE improvement and specialized co-teaching training.

These interactions underscore MVLA's commitment to a community-driven and responsive educational planning process. The 2026-27 LCAP reflects an authentic partnership with families, students, and staff in identifying both what is working and what must be strengthened to ensure equitable outcomes for all learners.

First reading to the Board on June 8th, 2026
Board approval on June 15th, 2026

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Create and sustain inclusive, culturally responsive classrooms that ensure equitable access to high-quality instruction and foster a sense of belonging for all students.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 3: Parental Involvement (Engagement)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)
Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

MVLA developed this goal to address disparities in access, experience, and outcomes across student groups. By prioritizing inclusive classroom practices, culturally responsive teaching, and equitable access to instructional materials and support, the district aims to reduce achievement gaps and ensure all students thrive.

The analysis of California School Dashboard data indicated a clear need to continue supporting English Language Arts (ELA) and English Language Development (ELD). For example:
* 77% of all students met or exceeded standard in English Language Arts on the Smarter Balanced assessments. However, only 2% of EL students met or exceeded standard.
* 57% of all students exceeded in English Language Arts on the Smarter Balanced assessments. However, only 17% of students with disabilities exceeded.
* 40.5% of English Learner students progressed at least one English Learner Progress Indicator (ELPI) level.

This goal supports improved academic performance, stronger student engagement, and a positive school climate. It also aligns with MVLA's commitment to preparing students with the interpersonal and intercultural skills necessary for success in a diverse and global society.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Distance from Standard in English Language Arts for all students, socio-economically disadvantaged (SED) students, English Learner (EL) students, and Students with Disabilities (SWDs)	2023 for Grade 11: All = 65.3 Above Standard SED = 36.6 Below Standard EL = 85.4 Below Standard SWD = 84.8 Below Standard Source:CA School Dashboard 2023	2024 for Grade 11: All = 73.8 Above Standard SED = 40.9 Below Standard EL = 94.1 Below Standard SWD = 86.5 Below Standard	2025 for Grade 11: All = 88.5 Above Std SED = 18.3 Below Std EL = 87.0 Below Std SWD = 56.5 Below Std Source: CA Dashboard 2025	2026 for Grade 11: All = 90.0 Above Standard SED = 30.0 Below Standard EL = 70.0 Below Standard SWD = 70.0 Below Standard	All = +23.2 Above Standard SED = +18.3 Below Standard EL = -1.6 Below Standard SWD = +28.3 Below Standard
1.2	Distance from Standard in Mathematics for all students, socio-economically disadvantaged (SED) students, English Learner (EL) students, and Students with Disabilities (SWDs)	2023 for Grade 11: All = 21.4 Above Standard SED = 128 Below Standard EL = 166.1 Below Standard SWD = 153.1 Below Standard Source:CA School Dashboard 2023	2024 for Grade 11: All = 36.1 Above Standard SED =115.1 Below Standard EL = 144.7 Below Standard SWD = 160.7 Below Standard	2025 for Grade 11: All = 52.9 Above Std SED = 96.0 Below Std EL = 137.7 Below Std SWD = 127.4 Below Std Source: CA Dashboard 2025	2026 for Grade 11: All = 42.0 Above Standard SED = 100 Below Standard EL = 100. Below Standard SWD = 100 Below Standard	All = +31.5 Above Standard SED = +32.0 Below Standard EL = +28.4 Below Standard' SWD = +25.7 Below Standard
1.3	Percent of students performing at or above standard on the Smarter Balance ELA and Math assessments and the California Science Test (CAST)	2023 ELA All= 83% ELA EL = 11% ELA SED = 65% Math All = 68% Math EL = 0% Math SED = 31%	2024 - ELA = 77% ELA EL = 2% ELA SED = 39% Math All = 66% Math EL = 6% Math SED = 22%	2025 ELA = 79% ELA EL = 0% ELA SED = 49% Math All = 68% Math EL = 9% Math SED = 25%	2026 ELA = 87% ELA EL = 16% ELA SED = 70% Math = 73% Math EL = 5% Math SED = 36%	ELA = -4% ELA EL = -11% ELA SED = -16% Math = 0% Math EL = +9% Math SED = -6% CAST = -7% CAST EL = -2%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		CAST All = 68% CAST EL = 2% CAST SED = 32% Source: California Assessments of Student Performance and Progress	CAST All = 65% CAST EL = 2% CAST SED = 25% Source: CAASPP Website	CAST All = 61% CAST EL = 0% CAST SED = 27% Source: CAASPP 2025	CAST =73% CAST EL = 7% CAST SED = 37%	CAST SED = -5%
1.4	Of the students who took at least one AP exam, the percentage who scored a "3" or higher (all grade levels)	2023 All = 87% SED = 62% EL = 71% SWD = 65%	2024 All = 88% SED - 65% EL = 75% SWD = 72%	(SY 2025-26) All = 93.6% (1,963/2,097) SED = 83.0% (142/171) EL = 78.6% (11/14) SWD = 71.2% (37/52)	2026 All = 90% SED = 68% EL = 76% SWD = 70%	All = +6.61% SED = +21.0% EL = +7.6% SWD = +6.2%
1.5	Percentage of students in the “Standard Exceeded” level on the Smarter Balanced Summative ELA and Math Assessments (these students are considered Ready for CSU general education English and mathematics classes)	2023 ELA All = 59% SED = 22% EL = 0% SWD = 16% Math All = 49% SED = 8% EL = 5% SWD = 13%	2024 - Source: CAASPP Website ELA All = 57% SED = 16% EL = 0% SWD = 17% Math All = 48% SED = 10% EL = 4% SWD = 7%	2025 (CAASPP) ELA: All= 55%, SED= 20%, EL= 0%, SWD= 18% Math: All= 49%, SED= 12%, EL= 3%, SWD= 13% Source: CAASPP 2025	2026 ELA All = 64% SED = 27% EL = 5% SWD = 20% Math All = 50% SED = 13% EL = 10% SWD = 18%	ELA All = -4% SED = -2% EL = 0% SWD = +2% Math All = 0% SED = +4% EL = -2% SWD = 0%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.6	Percentage of Redesignated Fluent English Proficient students Meeting or Exceeding Standard on the Smarter Balanced Summative Assessments for English Language Arts/Literacy	(SY 2022-23) 76% Source: California Assessments of Student Performance and Progress 2023	(SY 2024-25) 69%	(SY 2025-26) 72% Source: CAASPP 2025	(SY 2025-26) 81%	-4%
1.7	Percentage of students reporting Strongly Agree or Agree to Academic Motivation on the CAHKS	(SY 2023-24) All students = 70% ELs = 69% Source: WestEd CalSCHLS	(SY 2024-25) All students = 71% ELs = 73% Source: WestEd CalSCHLS	(SY 2025-26) All = 72% ELs = 74% Source: WestEd CalSCHLS	(SY 2026-27) All students = 75% ELs = 75%	All students =+2% ELs = +3%
1.8	Percentage of students reporting Strongly Agree or Agree to School Connectedness on the CAHKS	(SY 2023-24) All students = 70% ELs = 65% Source: WestEd CalSCHLS	(SY 2024-25) All students = 73% ELs = 66% Source: WestEd CalSCHLS	(SY 2025-26) All = 74% ELs = 67% Source: WestEd CalSCHLS	(SY 2026-27) All students = 75% ELs = 70%	All students = +4% ELs = +2%
1.9	Percentage of students reporting Strongly Agree or Agree to Caring Adult Relationships on the CAHKS	(SY 2023-24) All students = 68% Els = 67% Source: WestEd CalSCHLS	(SY 2024-25) All students = 70% ELs = 70% Source: WestEd CalSCHLS	(SY 2025-26) All = 72% ELs = 71% Source: WestEd CalSCHLS	(SY 2026-27) All students = 73% ELs = 72%	All students = +4% ELs = +4%
1.10	Percentage of students that have access to their	(SY 2023-24)	(SY 2024-25)	(SY 2025-26)	(SY 2026-27)	0%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	own copies of standards-aligned instructional materials for use at school and at home	100%	100% Source: Williams Uniform Complaint Quarterly Report	100% Source: SARC	100%	
1.11	Average response rating on the CA School Dashboard Implementation of Academic Standards Self-Reflection Tool (rating scale) 1 - Exploration and Research Phase 2 - Beginning Development 3 - Initial Implementation 4 - Full Implementation 5 - Full Implementation and Sustainability	CA Dashboard 2023 4.9 avg	(SY 2024-25) Average: 4.9 Source: 2024 CA Dashboard (Local indicators Priority 2)	(SY 2025-26) 5.0 avg Source: CA Dashboard 2025	CA Dashboard 2026 5.0 avg	+0.1 avg
1.12	Number/percentage of responses on the CA School Dashboard Implementation of Academic Standards Self-Reflection Tool that were rated 4 (Full Implementation) or 5 (Full Implementation and Sustainability)	(SY 2022-23) 21 out of 23 93% Source: CA Dashboard 2023	(SY 2023-24) 23 out of 23 100% Source: 2024 Dashboard Local Indicator	(SY 2025-26) 23/23 = 100% Source: CA Dashboard 2025	(SY 2025-26) 23 out of 23 100%	+7%
1.13	Percentage of English Learner students taking advanced placement classes	(SY 2023-24) 6%	(SY 2024-25) 9% Source: Indicators (9c)	(SY 2025-26) EL = 21/274 = 8% Source: Indicator 9c 2024-25	(SY 2026-27) 10%	+2%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.14	The percentage of current EL students who progressed at least one ELPI level	2023 Progressed at Least one ELPI Level = 39.4% Source: CA School Dashboard 2023 English Learner Progress Indicator (ELPI):	2024 ELs Who Progressed at least One ELPA Level = 40.5% Source: 2024 CA Dashboard	2025 46.3% Source: CA Dashboard 2025	2026 Progressed at Least one ELPI Level = 45%	+6.9%
1.15	Percentage of English Learner students reclassified to Fluent English Proficient during the school year	(SY 2023-24) 9.09% Total EL's = 286 Total Rec = 26 Source: Aeries Pull	(SY 2024-25) 19.01% Total EL's = 263 Total Rec = 50 Source: Aeries	(SY 2025-26) 27.95% (71/254) Source: Aeries Pull	(SY 2026-27) 25% [15%]	+18.86%
1.16	Number of Parent/Teacher Conferences	(SY 2023-24) 580 conferences	(SY 2024-25) NA	(SY 2025-26) NA	(SY 2026-27) 650 conferences Metric retired during Year 1 due to no longer collecting this data	NA
1.17	Extent to which students have access to, and are enrolled in, programs and services developed and provided to students with disabilities. Least Restrictive Environment %	2023 49.67% Source: CA Dashboard:2023 school year	2024 54%	(2025 55% Source: CA DataQuest	2026 61% [55%]	+5.33%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.18	Number and Percent of Students with No F's.	(SY 2023-24) ALL = 93% [73%] = 4105 students EL = 76% [56%] = 217 students SED = 85% = 553 students SWD = 70% = 370 students (Data as of 12/21/23)	(SY 2024-25) All = 94.43% = 4021 students EL = 75.84% = 204 students SED = 84.17% = 553 students SWD = 86.31% = 372: students Source: Aeries	(SY 2025-26) All = 4,102/4,334 = 94.6% EL = 189/274 = 69.0% SED = 580/680 = 85.3% SWD = 390/436 = 89.4% Source: Aeries	(SY 2026-27) ALL = 98% [78%] EL = 81% [61%] SED = 90% SWD = 75%	All = +1.6% EL = -7.0% SED = +0.3% SWD = +19.4%

Goal Analysis [2025-26]

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Overall Implementation and Key Differences

MVLA made substantial progress toward its goal of cultivating classrooms that are inclusive, equitable, and academically rigorous for all students in 2025-26. Most actions originally planned were implemented successfully, with several evolving into broader, more targeted, or differently structured efforts in response to ongoing assessment of student needs, staff feedback, and performance data.

Substantive Differences in Implementation

- Action 1.1: Constructing Meaning and Tier 1 Instructional Practices: The district significantly expanded the implementation of Constructing Meaning as an equity-centered instructional approach. It is now fully embedded in MVLA's Tier 1 instructional framework. Ongoing coaching, collaboration time, and site-level professional development have ensured this work reaches all teachers, with targeted attention on English Learners, Foster Youth, and Students with Disabilities. This shift created more consistent, accessible instruction across classrooms.
- Action 1.2: Relational Capacity: This work was closely aligned with Action 1.1, emphasizing structured student talk and peer interactions to promote advocacy, equity of voice, and access to academic discourse for all students. Action 1.2 was consolidated into Action 1.1.
- Action 1.3: Course Team Collaboration: The district amplified support for course teams to build alignment around grading, assessments, and instructional materials. Teachers now meet more regularly with support from instructional coaches to ensure

fairness and consistency in academic expectations, reducing disparities in workload and evaluation for students across similar courses. Staff feedback continues to identify course alignment as an area needing more time and support.

- Action 1.4: Co-Teaching and Inclusive Practices: Implementation was expanded through targeted staffing, scheduling, and specialized training in Universal Design for Learning (UDL). LRE improved from 50% to 55%. However, staff feedback noted that co-teaching has not always received adequate structural support and that inconsistent implementation has in some cases creating a need for greater structural support to ensure consistent quality across both co-taught and specialized settings.
- Action 1.5: Strengthening ELD Courses and Materials: The ELD program was strengthened beyond the original plan with new instructional materials, expanded Designated ELD courses approved for A-G credit, and an ELD Teacher on Special Assignment (TOSA). Reclassification rates dramatically improved to 27.95% (from 9.09% baseline), and ELPI progress grew to 46.3%.
- Action 1.6: Promote Student and Parent Engagement and Communication: Staff received broader training on ParentSquare, Language Line, and parent-teacher conference protocols. A student survey was implemented for 9th and 10th graders on Ethnic Studies course experience. DELAC feedback led to expanded plans for ELD Family Workshops addressing high school navigation, GPA, ParentSquare/Canvas, and financial aid.

Key Successes

- Improved CA Dashboard Indicators: ELA Distance from Standard improved 23.2 points (All students); Math Distance from Standard improved 31.5 points. Math for ELs improved 28.4 points, moving out of the red.
- EL Reclassification Rates: 27.95% reclassification rate in SY 2024-25 represents nearly a 3x increase from the 9.09% baseline, demonstrating the effectiveness of targeted ELD supports and ML Advisory.
- AP Access and Performance: 93.6% of AP testers achieved a score of 3 or higher (SY 2024-25), with SED students increasing from 62% to 83.0%, a 20.2-point gain directly linked to expanded access and AVID supports.
- CAHKS Climate Data: Academic Motivation (72%), School Connectedness (74%), and Caring Adult Relationships (72%) all improved from the 2023-24 baseline, reflecting the positive impact of Tier 1 practices and SEL implementation.
- Student Attendance to Instruction: Students with No F's increased to 94.6% overall and 89.4% for SWDs, a 19.4-point gain for students with disabilities.

Challenges

- Persistent Academic Gaps: ELs (ELA: 87.0 Below Standard) and Students with Disabilities (Math: 127.4 Below Standard) still perform significantly below standard on state assessments. More time and refined strategies are needed to accelerate growth for these groups.
- RFEP Performance: RFEP students meeting/exceeding standard in ELA declined from 76% (baseline) to 72%, since we did have an increase from 2024-2025 from 69% to 72%, this suggests that reclassified students need continued targeted support to sustain and grow their academic performance.
- Time and Resource Constraints: Expanding co-teaching and course team collaboration has required creative scheduling and significant investment, creating logistical challenges at both sites.
- Consistency in Implementation: While many structures are in place, full and uniform implementation of Tier 1 practices and aligned grading systems remains an ongoing area of focus.

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

In reviewing the 2025–26 expenditures for MVLA, the following actions experienced a material difference of 10% or more between planned and estimated actual expenditures. These differences are explained below:

Action 1.1: Implementing consistent Tier 1 instructional practices across all classrooms.
Planned - $340,000
Actual - $421,922.20
Explanation -The difference is due to the number of teachers being trained, which required substitute coverage, as well as retreat work to support the integration of Constructing Meaning into instructional planning, which also required substitute coverage.

Action 1.2: Relational Capacity
Planned - $0
Actual - $0
Explanation - Consolidated into Action 1.1; no separate expenditure

Action 1.3: Empower teachers to create aligned, standards-based, culturally responsive curriculum
Planned: $175,000
Actual: $228,239
Explanation: The difference is primarily due to a higher-than-planned number of teachers participating in conferences, retreats, curriculum development, and course-team collaboration. Annual expenditures in this category vary based on participation; no reduction or material change in program scope occurred. Approximately $27,474 of the estimated actual expenditure was funded with Learning Recovery Emergency Block Grant funds under Goal 1, Action 1.3. Because the LREBG funds became available after adoption of the 2025–26 LCAP, this amount represents a funding-source shift from the General Fund/LCFF source originally anticipated to LREBG, reported as Other State Funds. The funding-source shift did not change the action’s scope or total estimated actual expenditure.

Action 1.4 – Support for Students with Special Needs
Planned: $2,008,000
Actual: $2,331,548
Explanation: Variance is primarily due to the underestimation of staffing costs at the time of plan writing. Actual co-teaching staffing assignments were finalized after the plan was adopted, resulting in higher staffing costs than originally estimated at the time of plan adoption. No reduction in program scope occurred.

Action 1.5 – Support for Multilingual Learners
Planned: $1,050,000
Actual: $1,162,838
Explanation: Actual expenditures substantially exceeded the planned budget due to the mid-year addition of an ELD Teacher on Special Assignment (TOSA), expanded Designated ELD course sections approved for A-G credit, and increased instructional materials costs

associated with new ELD curriculum adoption. These investments were made in direct response to identified needs and DELAC feedback; they represent expanded program scope.

Action 1.6
Planned - $23,000
Actual - $18,707.91
Explanation - Lower actuals expected due to a shift in event formats and digital communication platforms

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

MVLA has taken a strategic, multi-pronged approach to meet its goal of fostering inclusive, equitable classrooms that support academic success and belonging for all students. Overall, many of the actions have proven effective in improving student outcomes and engagement, though challenges remain in closing persistent opportunity gaps.

Effective Actions and Positive Outcomes

(Action 1.1) Consistent Tier 1 Instruction with Constructing Meaning:
The district's full embedding of Constructing Meaning (CM) as the foundation for Tier 1 instruction continued to show measurable impact in Year 2. Through sustained professional development, site-level coaching, and structured collaboration time, MVLA deepened teachers' capacity to deliver language-rich, content-specific instruction across all classrooms. Sites will This is most clearly evidenced by continued gains in Metric 1.1: overall ELA Distance from Standard improved from 73.8 points above standard (Year 1) to 88.5 points above standard (Year 2), a 14.7-point year-over-year gain. Math Distance from Standard (Metric 1.2) improved from 36.1 to 52.9 points above standard (+16.8 points), earning Blue status on the California Dashboard, the highest designation. Gains were recorded for SED students in both ELA (from 40.9 to 18.3 points below standard) and Math (from 115.1 to 96.0 points below standard). School climate indicators tied to instructional quality also continued to grow: Academic Motivation (Metric 1.7) rose from 71% to 72%, School Connectedness (Metric 1.8) from 73% to 74%, and Caring Adult Relationships (Metric 1.9) from 70% to 72%. Note: Action 1.2 (Strengthen Relational Capacity) was consolidated into Action 1.1 in Year 2 with no separate expenditure, reflecting the integration of relational and instructional strategies under one coherent framework.

(Action 1.3) Collaborative Course Teams and Aligned Practices:
Investment in course team collaboration (through common prep time, department retreat days, and structured professional learning) continued to support greater instructional coherence across classrooms. Metrics 1.10, 1.11, and 1.12, which reflect the district's implementation of state academic standards, all reached or sustained their maximum levels in Year 2: 100% of students had access to standards-aligned instructional materials (Metric 1.10); the average Academic Standards Self-Reflection Tool rating increased from 4.9 to 5.0 (Metric 1.11); and 23 of 23 responses (100%) were rated at Full Implementation (Metric 1.12), maintained from Year 1. These indicators reflect a district operating at full fidelity to state academic standards, supported by aligned course team structures. Staff, student, and parent feedback from the Year 2 community survey identified grading and assessment consistency as an ongoing area of improvement, suggesting that while structural alignment has improved, continued investment in calibration at the course team level is warranted.

(Action 1.4) Expansion of Co-Teaching and Inclusive Practices:
Co-teaching implementation, UDL training, and intentional IEP placement review continued to produce meaningful gains for students with disabilities. The Least Restrictive Environment (LRE) rate at 80% or more time in general education increased from 49.67% (baseline) to 55% in Year 2 (Metric 1.17), representing meaningful growth, though still short of the Year 3 target of 64%. Students with disabilities showed notable improvement in both ELA and Math Distance from Standard (Metric 1.1 and 1.2): ELA D/Fs for SWDs improved from 86.5 to 56.5 points below standard (a 30-point gain), and Math D/Fs improved from 160.7 to 127.4 points below standard (a 33-point gain). The percentage of SWD students with no F's (Metric 1.18) improved from 86.31% in Year 1 to 89.4% in Year 2, a gain of 3.1 percentage points, representing a 19.4-point improvement from the 70% baseline. AP access and performance for SWD students remained relatively stable, with the percentage scoring 3 or higher shifting from 72% to 71.2% (Metric 1.4), approximately at the prior year level. Feedback from staff and IEP families noted that co-teaching has not consistently received adequate structural support, and that in some instances the concentration of high-needs students in co-taught sections has reduced the effectiveness of the model for both SWDs and students without services, an area requiring attention in Year 3. In addition, co-teaching staff have asked for yearly training to support their skills and support in this area.

(Action 1.5) Strengthened ELD Program and Support for Multilingual Learners:
Year 2 saw MVLA's strongest results to date in ELD outcomes, anchored by the addition of an ELD Teacher on Special Assignment (TOSA), expanded Designated and Integrated ELD courses with A-G approval, and the continued Newcomer Academy and ML Advisory structures. The EL reclassification rate (Metric 1.15) grew dramatically from 19.01% (50 students) in Year 1 to 27.95% (71 students) in Year 2, nearly tripling the 9.09% baseline and exceeding the Year 3 target of 15%. ELPI progress (Metric 1.14) increased from 40.5% in Year 1 to 46.3% in Year 2, a 5.8-point gain demonstrating accelerated English language development. EL Distance from Standard in ELA (Metric 1.1) improved from 94.1 points below standard in Year 1 to 87.0 points below standard in Year 2, a 7.1-point improvement; Math D/Fs for ELs improved from 144.7 to 137.7 points below standard. AP access for EL students (Metric 1.13) held at 8% in Year 2 (21 of 274 students), reflecting a slight year-over-year decrease from 9% but still double the 6% baseline. Despite these gains, the percentage of EL students with no F's (Metric 1.18) declined from 75.84% in Year 1 to 69.0% in Year 2, a concerning 6.8-point drop. In response, Ed Services conducted a course-level disaggregation of EL F-rates by department in spring 2026. Preliminary findings indicate the decline is concentrated in mathematics and science courses, where EL students enrolled in more rigorous coursework (including A-G sequences) following expanded access initiatives. The decline does not appear to reflect changes in grading practices or a quality-of-instruction regression. Rather, it signals that scaffolding and language support within A-G course sequences for ELs remain important and critical for implementation with fidelity. Year 3 Actions 1.4 and 1.5 are explicitly designed to address this gap through enhanced co-teaching structures and RFEP academic monitoring. Most significantly, the percentage of Reclassified Fluent English Proficient (RFEP) students meeting or exceeding standard in ELA (Metric 1.6) increased from 69% to 72%.

(Action 1.6) Parent and Student Engagement and Communication:
MVLA's engagement infrastructure continued to expand in Year 2. Training on ParentSquare and Language Line reached broader staff audiences, and student feedback was formalized through administrator-student advisory committees and the superintendent's student survey (participation grew from 24 to 36 students districtwide). CAHKS climate indicators, which reflect family and student connection, showed continued improvement in Year 2 (Metrics 1.7–1.9). In direct response to DELAC feedback received in April 2026, the district committed to launching structured ELD Family Workshops covering high school navigation, GPA, A-G requirements, ParentSquare/Canvas, and financial aid, representing a meaningful expansion of Action 1.6 for Year 3. The Year 2 community survey (parents and students, May 2026) identified

timely teacher-to-family communication around student progress as an area of continued concern, particularly when students are struggling, underscoring the need for more proactive outreach protocols in 2026-27.

Ongoing Challenges

Persistent Academic Gaps for EL and SWD Students (Actions 1.4 and 1.5): Despite meaningful year-over-year improvements, English Learners and Students with Disabilities continue to perform significantly below standard in both ELA and Math. ELs remain 87.0 points below standard in ELA (Metric 1.1) and 137.7 points below in Math (Metric 1.2). SWDs remain 56.5 points below in ELA and 127.4 points below in Math, better than Year 1, but still far from standard. The Year 3 targets (EL ELA: 70 below; SWD Math: 100 below) are ambitious and will require intensified, targeted strategies beyond current implementation.

EL No F's Rate Declined (Action 1.5): The percentage of EL students with no F's dropped from 75% to 69%, reversing a prior gain (Metric 1.18). The district will examine whether this reflects increased EL enrollment in more rigorous courses, changes in grading practices, or insufficient scaffolding in general education classrooms.

Inconsistent Co-Teaching Implementation (Action 1.4): While LRE improved from 49.67% to 55%, staff feedback indicates that the quality of co-teaching varies considerably across sections and sites. In some cases, co-taught sections are disproportionately composed of students with high needs, including ELs, SWDs, and AVID students, without the general education peer modeling that makes co-teaching effective. Structural improvements to rostering practices and co-teaching training are priorities for Year 3.

Limited EL AP Participation (Action 1.5): While EL AP participation has grown from 6% (baseline) to 8% (Year 2), it remains low relative to overall enrollment and has not kept pace with the district's strong reclassification results (Metric 1.13). Continued intentional outreach and academic preparation will be needed to translate language development gains into sustained access to advanced coursework.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

No changes are being made to the current goal, which remains focused on academic achievement and student engagement.

Metric and/or Targets Outcome Modifications:
The following summarizes all metric and action modifications for Goal 1, with each metric reviewed against Year 2 actuals and Year 3 targets:

Metric and Target Outcome Modifications: Goal 1

Metric 1.1 (ELA Distance from Standard): No adjustment to the overall (All Students) target of 90.0 Above Standard or the EL target of 70.0 Below Standard, as neither was met in Year 2 (88.5 Above and 87.0 Below Standard, respectively). The SED subgroup target is raised from 30.0 Below Standard to 15.0 Below Standard: Year 2 actual was 18.3 Below Standard, exceeding the Year 3 target by 11.7 points. The

SWD subgroup target is raised from 70.0 Below Standard to 55.0 Below Standard: Year 2 actual was 56.5 Below Standard, exceeding the Year 3 target by 13.5 points.

Metric 1.2 (Math Distance from Standard): The All Students target is raised from 42.0 Above Standard to 55.0 Above Standard: Year 2 actual was 52.9 Above Standard, exceeding the original Year 3 target by 10.9 points. The SED subgroup target is raised from 100.0 Below Standard to 90.0 Below Standard: Year 2 actual was 96.0 Below Standard, already inside the prior target range. No adjustment to EL (137.7 Below, target 100.0 Below) or SWD (127.4 Below, target 100.0 Below) targets, as neither was met in Year 2.

Metric 1.3 (CAASPP At or Above Standard): No target adjustment. Year 2 data is available only as CAASPP subscores (Reading & Listening, Writing & Research, Concepts & Procedures, Mathematical Practices, and individual CAST strands) rather than overall composite percentages, making a direct comparison to the Year 3 composite targets not yet possible. Targets are maintained as written pending confirmation of composite score availability from the state.

Metric 1.4 (AP Exam: % Scoring 3 or Higher): All four subgroup targets are raised. Year 2 exceeded each target under the STU formula: All Students rose to 93.6% against a 90% target, raising to 94%. SED rose to 83.0% against a 68% target, and rose to 84%. EL rose to 78.6% against a 76% target, and rose to 80%. SWD rose to 71.2% against a 70% targe, rose to 72%.

Metric 1.5 (% in Standard Exceeded: CSU-Ready): No adjustment. Year 2 actuals fell short of Year 3 targets across all subgroups in both ELA and Math (e.g., ELA All = 55.09% vs. 64% target; EL ELA remains at 0.00%; Math All = 49.85% vs. 50% target). Targets remain as written.

Metric 1.6 (RFEP ELA: Meeting or Exceeding Standard): No adjustment to the Year 3 target of 81%. Year 2 actual increased from 69% to 72% (the baseline is 76%). This metric signals the importance for post-reclassification academic support and remains a primary driver of Year 3 planning in Actions 1.4 and 1.5. The target of 81% is retained as written, it has not been met and represents a meaningful recovery goal.

Metrics 1.7, 1.8, and 1.9 (CAHKS Climate Indicators): No target adjustments. Year 2 actuals (Academic Motivation 72%, School Connectedness 74%, Caring Adult Relationships 72%) are each 1–3 points below their respective Year 3 targets (75%, 75%, 73%). Targets remain as written. Note: EL subgroup breakdowns for these three metrics were available in Year 1 but are not yet confirmed for Year 2; the district should update these when 2025–26 CalSCHLS subgroup data is released.

Metrics 1.10, 1.11, and 1.12 (Instructional Materials Access and Academic Standards Implementation): No adjustment. All three metrics are at or have reached their maximum values: 100% of students have access to standards-aligned materials (Metric 1.10); the Academic Standards Self-Reflection Tool average reached 5.0 in Year 2 (Metric 1.11, up from 4.9); and 23 of 23 indicators (100%) were rated at Full Implementation (Metric 1.12). Year 3 targets for all three are maintained at their current maximums, as no further upward adjustment is possible.

Metric 1.13 (% of EL Students in AP Classes): No adjustment to the 10% Year 3 target. Year 2 actual was 8% (21 of 274 students), a slight decline from 9% in Year 1 and still below the target. Continued outreach and academic preparation are needed to accelerate EL access to AP coursework.

Metric 1.14 (EL ELPI Progress): Year 3 target is raised from 45% to 48%. Year 2 actual was 46.3%, exceeding the prior Year 3 target of 45% by 1.3 percentage points. The updated target reflects continued momentum while remaining achievable.

Metric 1.15 (EL Reclassification Rate): Year 3 target is raised from 15% to 25%. Year 2 actual was 27.95% (71 of 254 students), dramatically exceeding the 15% Year 3 target by nearly 13 percentage points and tripling the 9.09% baseline. The original Year 3 target was rendered obsolete by Year 2 performance. The updated target of 25% reflects a high but sustainable expectation for continued strong reclassification, recognizing that the eligible pool of students approaching reclassification thresholds may shift year to year.

Metric 1.16 (Parent-Teacher Conferences): This metric remains retired, as noted during Year 1. No data collection or target applies.

Metric 1.17 (LRE: 80% or More Time in General Education): No adjustment to the 64% Year 3 target. Year 2 actual was 55%, an improvement from the 49.67% baseline but 9 points below the Year 3 goal. The target remains as written and represents the district's continued commitment to expanding inclusive placement.

Metric 1.18 (% of Students with No F's): The SWD subgroup target is raised from 75% to 92%. Year 2 actual for SWD was 89.4%, exceeding the 75% Year 3 target by 14.4 percentage points and representing a 19.4-point gain from the 70% baseline. No adjustments are made for All Students (94.6% vs. 98% target, not yet met), SED students (85.3% vs. 90% target, not yet met), or EL students (69.0% vs. 81% target, not met, and representing a 6.8-point decline from Year 1's 75.84% rate that warrants monitoring).

Action Modifications

**Action 1.1: Implementing Consistent Tier 1 Instructional Practices Across All Classrooms
The 2025–26 action focused on the initial rollout of Constructing Meaning (CM) training for all teachers, with emphasis on professional development, coaching support, and addressing the needs of ELs, Foster Youth, Homeless Youth, and SWDs. For 2026–27, the action is restructured around five numbered components reflecting deeper implementation and stakeholder feedback: (1) Continued focus to deepen knowledge and implementation during district-wide professional development days.; (2) Providing Constructing Meaning training to teachers new to the district, so they too are equipped with these tools; (3) Sustained Implementation through Peer Collaboration, including teacher-to-teacher observations and meaningful collaboration tied to the 27-28 bell schedule; (4) Culturally Responsive and Identity-Affirming Practices, including re-examination of co-taught class roster composition; and (5) Designating Constructing Meaning Lead Teachers to collaborate with the Instructional Support Team in supporting new teacher CM training and strengthening instructional implementation.

**Action 1.2: Strengthen Relational Capacity
Action 1.2 was formally discontinued. In 2025–26, it described a distinct set of SEL strategies, including proactive circles, structured student talk, mindfulness, and trauma-informed instruction. For 2026–27, the action entry confirms it has been "removed effective 2025–26," with all relational capacity and SEL work fully incorporated into Action 1.1 (Constructing Meaning and Tier 1 Instruction).

**Action 1.3: Empower Teachers to Create Aligned, Standards-Based, Culturally Responsive Curriculum
Changed. The 2025–26 version described general alignment within course teams on grading, assessments, and homework load, with support systems for feedback. For 2026–27, the action is substantially expanded and reorganized into four numbered sub-components with

considerably greater specificity: (1) Alignment and Calibration Protocols; (2) Data-Driven Subgroup Reviews using disaggregated data to monitor disproportionate clustering of high-needs students; (3) a new Personal Finance feasibility exploration in response to community feedback; (4) Homework and Grading Calibration including explicit protocols for grade timeliness.

**Action 1.4: Encouraging and Supporting Students with Special Needs in the Classroom
The 2025–26 version emphasized co-teaching as a broad strategy with training and personalized instruction. For 2026–27, the action is restructured into four numbered sub-components with substantially greater structural specificity driven by data: (1) High-Fidelity Co-Teaching with explicit rostering guardrails; (2) Specialized Training and Legal Compliance; (3) Proactive A–G Access and Assessment Support, including 9th/10th grade transcript reviews; and (4) Strengthening Family Partnerships and Communication, including general education teacher inclusion in progress discussions.

**Action 1.5: Encouraging and Supporting Multilingual Learners in the Classroom
The 2025–26 version described CM training for educators, the Newcomer Academy/ML Advisory program, and ELD-specific professional development. For 2026–27, the action is restructured with a new Goal Statement and reorganized into explicit sub-components: (1) Tier 1 Instruction - Academic Language for All, continue to prioritize CM to serve all students, with math-specific supports added; (2) Empowering MLLs and RFEPs work including career pathways, buddy systems; and (5) Ongoing Support and PD with a scaffolding training focus for general education teachers.

**Action 1.6: Promote Student and Parent Engagement & Communication
The 2025–26 version focused on staff training on ParentSquare and Language Line, and on soliciting student feedback through advisory committees and a student experience survey. For 2026–27, the action is refocused around two core components: (1) Streamlining Digital Communication and Transparency, with specific attention to timely grading and Aeries/Canvas updates in response to stakeholder feedback; and (2) Staff Training for proactive vs. reactive outreach (reaching out when a student begins to struggle. Most notably, ELD Family Workshops on high school navigation, covering A-G requirements, GPA, ParentSquare/Canvas, and financial aid, are embedded into this action in direct response to DELAC feedback from April 2026. A new Goal Statement frames the action around standardizing timely digital progress reporting and linguistically inclusive proactive outreach.

**Action 1.1: Implementing Consistent Tier 1 Instructional Practices Across All Classrooms
For 2026-27, Action 1.1 has been revised to include $50,000 in unexpended LREBG funds received during 2025-26. The total planned expenditure for the action of $340,000 now includes $50,000 of LREBG support
The LREBG funds will support continued professional learning and implementation of Constructing Meaning and English language development strategies, including teacher training, coaching, substitute coverage, collaboration, and instructional planning. The action description has been revised to explain how the funding responds to the needs assessment, how the planned expenditures align with allowable LREBG uses, and how the district will monitor the effectiveness of the funded activities. The LREBG-funded component will be monitored through Metrics 1.1, 1.2, 1.4, 1.5, and 1.6.

**Action 1.3: Empower Teachers to Create Aligned, Standards-Based, Culturally Responsive Curriculum
For 2026-27, Action 1.3 has been revised to include $50,000 in unexpended LREBG funds received during 2025-26. The total planned expenditure for the action of $175,000 now includes $50,000 of LREBG support

The LREBG funds will support mathematics and English language development curriculum development, course-team collaboration, teacher release or retreat time, standards alignment, common instructional resources, calibrated assessments, and academic-language supports. The action description has been revised to explain how the funding responds to the district's needs assessment, how the activities align with allowable LREBG uses, and how their effectiveness will be monitored. The LREBG-funded component will be monitored through Metrics 1.1, 1.2, 1.3, 1.4, and 1.5.

These modifications align with our effectiveness analysis and implementation experiences from the current year.

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

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Implementing consistent Tier 1 instructional practices across all classrooms.	Goal Statement: By June 2027, MVLA will improve ELA Distance from Standard for all students to 90.0 Above Standard (from 88.5) and for EL students to 70.0 Below Standard (from 87.0), and increase Math Distance from Standard for all students to 55.0 Above Standard (from 52.9), as measured by the 2026 CA Dashboard. This will be sustained through full-fidelity Constructing Meaning implementation, defined horizontal alignment of grading and assessment, and ongoing site-level coaching at all three campuses. 1. Universal Academic Language Support (Constructing Meaning) **We will provide all new teachers with Constructing Meaning (CM) training to ensure a consistent district-wide instructional framework. **For already trained staff, ongoing CM implementation in daily lessons and Claim/Evidence/Reasoning product formats will be supported and monitored. **Targeted Scaffolding: Training will include specific visual strategies, note guides, and sentence starters to support students with executive functioning deficits and disabilities in general education settings. **Assigning Constructing Meaning Lead Teacher roles to support new teacher CM training in partnership with the Instructional Support Team, with the goal of elevating implementation fidelity. 2. Sustained Implementation through Peer Collaboration	$340,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		To move implementation from "transactional" to "transformational," site-level support will focus on peer learning. **Teacher-to-Teacher Observations: MVLA will foster a culture of peer observations to allow teachers to learn successful Tier 1 and CM strategies from their colleagues. **Meaningful Collaboration Time: Support our 27-28 bell schedule, course-team collaboration will be defined with purpose and expectation by April 2027. This will allow for deep dives into student data and individual needs. **Relational Capacity as a Priority: PD will emphasize building strong relationships and a sense of belonging, moving away from a transactional classroom environment to one where students feel safe to explore ideas and identities. **Using Claim/Evidence/Reasoning products to support the outcomes for 3. Culturally Responsive and Identity-Affirming Practices Culturally responsive instruction will be embedded into the CM framework to ensure all students see themselves in the curriculum. **Student Voice: IST coaches will include focus areas on student voice and feedback during observations to ensure instruction remains relevant and inclusive. **Representative Content: Teachers will utilize representative texts and examples, ensuring that students can connect academic content to their own cultural and linguistic backgrounds. LREBG-Funded Component Of the $340,000 allocated to this action, $50,000 will be funded through the Learning Recovery Emergency Block Grant (LREBG). LREBG funds will support continued professional learning, coaching, teacher collaboration, substitute coverage, and implementation support focused on Constructing Meaning and evidence-based English language development strategies across content areas. The district’s LREBG needs assessment identified persistent academic performance gaps for English Learners, students with disabilities, and socioeconomically disadvantaged students, particularly in English Language Arts and mathematics. The assessment also identified the need for more consistent implementation of language-rich, accessible Tier 1 instructional practices across classrooms. These findings informed the allocation of LREBG funds to sustain professional learning that strengthens		

Action #	Title	Description	Total Funds	Contributing
		teachers' ability to explicitly teach academic language, identify the language demands of grade-level tasks, provide structured student interaction, use formative assessment, and scaffold rigorous content without reducing expectations. These expenditures are aligned with the allowable uses of LREBG funds because they support evidence-based professional learning and implementation of instructional strategies intended to address persistent learning needs and accelerate student academic progress. The impact of the LREBG-funded component of this action will be monitored through Metrics 1.1, 1.2, 1.4, 1.5, and 1.6, with particular attention to English Learner and student-group performance in English Language Arts and mathematics. This action will be monitored with metrics: 1.1, 1.2, 1.4, 1.5, 1.6 State Priorities addressed by this action: 1, 2, 4, 5, 7, 8		
1.2	Action is being removed: Strengthen relational capacity.	Action removed effective 2025–26. The relational capacity and SEL work previously described here is fully incorporated into Action 1.1 (Constructing Meaning and Tier 1 Instruction). No separate budget or metrics apply. This action will be monitored with metrics:1.7, 1.8, 1.9 State Priorities addressed by this action: 5, 6, 8	$0.00	
1.3	Empower teachers to create aligned, standards-based, culturally responsive curriculum	By June 2027, MVLA will sustain 100% student access to standards-aligned instructional materials, maintain an Academic Standards Self-Reflection Tool average of 5.0, and achieve full implementation across all 23 indicators. 1. Horizontal Alignment and Grading Consistency In response to significant feedback that same-subject courses provide inconsistent experiences with grading, homework, and tests, course teams will prioritize calibration. **Calibrated Assessments: Course teams will move beyond sharing materials to ensuring tests and quizzes are standardized across sections.	$175,000.00	No

Action #	Title	Description	Total Funds	Contributing
		Feedback indicated that teachers in the same subject (e.g., Biology or Algebra II) are often off-sync, leading to inequitable student experiences. **Grading Practice Alignment: The district will draft consistent grading practices (including the use of grade scales and definitions of what constitutes a grade) to eliminate the transactional nature of high school where students focus on points over growth. **Shared Rubric Criteria: Defining explicit grading criteria to reduce the impact of teacher-specific writing styles or unconscious bias noted by students. 2. Data-Driven Subgroup Reviews Course teams will begin conducting targeted subgroup reviews using disaggregated student performance data. This review will specifically monitor for disproportionate clusters of high-needs students (SPED or MLL) to ensure equitable support and diversity of learners. 3. Personal Finance The district will determine the feasibility of a personal finance course by January 2027. Based on educational partner feedback, this exploration will to include skills such as financial literacy, tax preparation, banking, and navigating appointments. 4. Homework and Grading Calibration Course teams will begin to align grading policies, including the consistent use of +/- and shared definitions of what factors contribute to a final grade. **Homework Load: Teams will standardize homework expectations, acknowledging that reliance on homework can penalize students with unstable home environments or limited financial resources. **Grade Timeliness: New protocols will ensure that grades for assignments and tests are returned in a timely manner, addressing frustrations that it can take months to receive feedback or that grades are posted after due dates. LREBG-Funded Component Of the $175,000 allocated to this action, $50,000 will be funded through the Learning Recovery Emergency Block Grant (LREBG). LREBG funds will support curriculum development, teacher collaboration, retreat and release time, and the development and implementation of standards-aligned		

Action #	Title	Description	Total Funds	Contributing
		mathematics and English language development curriculum and instructional resources. The district's LREBG needs assessment identified persistent achievement gaps in English Language Arts and mathematics, inconsistent access to aligned instructional experiences across course sections, and a need to strengthen curriculum and instructional supports for English Learners and other students experiencing academic barriers. These findings informed the allocation of LREBG funds to support course teams in developing aligned units, common instructional resources, calibrated assessments, language objectives, academic-language supports, and evidence-based scaffolds that increase student access to grade-level content. These expenditures are aligned with the allowable uses of LREBG funds because they support the development and implementation of evidence-based curriculum and instructional strategies designed to address learning needs and improve student achievement. The impact of the LREBG-funded component of this action will be monitored through Metrics 1.10, 1.11, 1.12, including student-group outcomes and progress in the implementation of standards-aligned curriculum and instructional materials. This action will be monitored with metrics 1.10, 1.11, and 1.12 State Priorities addressed by this action: 1, 2, 4, 7, 8		
1.4	Encouraging and Supporting Students with Special Needs in the Classroom	Goal Statement: By June 2027, MVLA will increase the percentage of Students with Disabilities (SWD) in general education 80% or more of the time to 61% (from 55%), reduce SWD ELA Distance from Standard to 55.0 Below Standard (from 56.5), and maintain the SWD no-F's rate at 92% (from 89.4%). This will be achieved through structured co-teaching rostering, consistency in teaching partnerships, and a shift toward proactive, individualized academic guidance that ensures students are not just included, but effectively supported to master A–G content. 1. Leveraging High-Fidelity Co-Teaching We will refine the co-teaching model to ensure it functions as an inclusion engine for all high-needs subgroups. **Strict Rostering and Diversity of Learners: To preserve essential peer modeling, no co-taught section shall exceed 40% students with IEPs. Furthermore, administrators will monitor to ensure these sections are not	$2,008,000.00	No

Action #	Title	Description	Total Funds	Contributing
		exclusively composed of students with services (e.g., a mix of only IEP, 504, AVID, and McKinney-Vento students), as a true general education peer group is necessary for the model's success. **Consistency in Partnerships: Recognizing that co-teaching is a skill requiring deep trust, the district will prioritize consistency in teaching pairs from year to year to allow for the development of effective collaborative routines. 2. Specialized Training and Legal Compliance To improve Tier 1 instruction for SWDs, professional development for co-taught teams will move beyond general strategies to specific, high-leverage practices. **Legal Responsibilities for Gen-Ed Teachers: Training will include explicit modules for general education teachers on their legal obligations to students with IEPs and 504 plans, ensuring that accommodations are viewed as a right rather than a choice. **Executive Functioning Supports: Staff will receive training on implementing Universal Design for Learning (UDL) tools, such as clear visual rubrics, color-coded worksheets, note guides, and sentence starters to support students with executive functioning deficits. 3. Proactive A–G Access and Assessment Support We will ensure that students with disabilities are given the structural supports needed to succeed in rigorous coursework. **Earlier Transcript Reviews: While junior year reviews are critical, counselors will begin targeted A–G monitoring in 9th and 10th grade to prevent students from falling behind before interventions begin. **Testing Center Accessibility: To ensure students can use their time accommodations or quiet-environment accommodations without losing additional instructional minutes, the district will explore extending Testing Center hours before and after school. **Balanced Placements: Site leadership will use multiple measures for placement, ensuring students are placed into their correct course level, while maintaining a high bar for expectations. 4. Strengthening Family Partnerships and Communication Recognizing that parents often feel they only meet with Special Education staff, we will broaden the support circle.		

Action #	Title	Description	Total Funds	Contributing
		**Collaborative Communication: The district will implement a protocol where General Education teachers of co-taught classes (the subjects where students often struggle most) are included in progress discussions with families. **Early Outreach: Teachers and case managers will be encouraged to reach out to families as soon as a student begins to struggle, focusing on building a relationship that makes the student feel welcomed and motivated to attend class. This action will be monitored with metrics: 1.1, 1.2, 1.17, 1.18 State Priorities addressed by this action: 1, 2, 5, 6, 7, 8		
1.5	Encouraging and Supporting Multilingual Learners in the Classroom	Goal Statement By June 2027, MVLA will increase the percentage of Reclassified Fluent English Proficient (RFEP) students meeting or exceeding ELA standards to 81% (from 76%), maintain a reclassification rate of at least 25%, and grow English Learner Progress Indicator (ELPI) progress to 48% (from 46.3%). This will be driven by the RFEP Academic Transition Protocol, expanded foundational language support for newcomers, and a district-wide shift to academic language instruction for all students. 1. Tier 1 Instruction: Academic Language for All (Constructing Meaning) The district will ensure that language support is a universal standard rather than a siloed service. **Universal Language Access: Academic language support for all students was identified as a top priority by stakeholders. We will provide comprehensive Constructing Meaning (CM) training to all educators, emphasizing that every teacher is a language teacher. **Mainstream Support: For MLLs in mainstream courses, teachers will receive training on legal responsibilities and high-leverage scaffolds, such as visual rubrics, sentence starters, and note guides. **Math-Specific Support: Recognizing that math classes have been hard for some multilingual learners, we will provide targeted supports and professional development for math departments to improve language access. 2. Empowering MLLs and RFEPs: Newcomer Academy and Beyond	$1,050,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		We will strengthen our specialized programs to address the needed-support some students feel in mainstream settings. **Foundational English Development: Recognizing that newcomers often struggle with complex academic language before mastering basics, we will focus on building confidence in basic English communication as a prerequisite for full mainstreaming. **Career Pathways: To increase engagement for MLLs who balance school and work, the district will explore offering professional certifications (e.g., ServSafe Certificate) and a Work Experience Education program. **Social Connection and Belonging: We will implement buddy systems and peer-mentorship programs (like the LAHS peer-to-peer program or MVHS Ambassadors program) to help MLLs build the social connections necessary for a sense of belonging. 5. Ongoing Support and Professional Development (PD) **Collaborative Learning: PD will focus on course-team collaboration, allowing teachers to share discipline-specific language strategies and student-level data. **Legal and Scaffolding Training: General education teachers will receive training on how to effectively differentiate curriculum for Language Learners. This action will be monitored with metrics: 1.13, 1.14, 1.15 and 1.6 (RFEP ELA performance) State Priorities addressed by this action: 1, 2, 4, 5, 7, 8		
1.6	Promote Student and Parent Engagement & Communication	Goal Statement: By June 2027, MVLA will foster a culture of transparency and equitable engagement within the classrooms by standardizing timely digital progress reporting and equipping staff with the training necessary to facilitate proactive, linguistically inclusive outreach that ensures all families are partners in student success before academic challenges become critical 1. Streamlining Digital Communication and Transparency	$23,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		To strengthen the school-to-home connection, staff training will focus on the quality and timeliness of digital updates. **Timely Grading: Communications to teachers will emphasize the importance of returning grades and updating Aeries/Canvas in a helpful timeframe. 2. Staff Training for Effective Communication **Language Line and Translation: Ongoing training will ensure all staff are proficient in using Language Line and that assessment materials are available in primary languages as necessary. **Proactive vs. Reactive Outreach: Staff will be encouraged to reach out to families as soon as a student begins to struggle, rather than waiting until a student is failing or the end of the semester. This action will be monitored with metrics: 2.12 (attendance rate), 2.13 (96%+ attendance rate), and an internal parent/guardian engagement survey disaggregated by ethnicity, SED, and EL status (administered fall, winter, and spring). Data will be reported in the 2027 Annual Update. State Priorities addressed by this action: 3, 5		

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Strengthen and systematize MVLA's Multi-Tiered System of Support (MTSS) to ensure all students, particularly those who are historically underserved, receive timely, data-driven academic and social-emotional interventions that promote high school success and career readiness.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 3: Parental Involvement (Engagement)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)
Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

MVLA developed this goal to ensure that all students, regardless of background or academic starting point, have access to the supports needed to thrive. Strengthening MTSS will allow the district to use data more effectively, deliver timely and tiered interventions, and coordinate services across academic, behavioral, and postsecondary planning domains. This goal reflects MVLA's commitment to equity by targeting persistent opportunity gaps and aligning resources to meet the academic and career-readiness needs of all learners, with a focus on measurable improvement in outcomes such as GPA, credit completion, and postsecondary enrollment.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Number of students participating in Internships	(SY 2023-24) 2% of students 72 students SED = NA EL = NA	(SY 2024-25) 2% 88 students SED = NA EL = NA	SY 2024-25 2.5% 94 students Source: District records	(SY 2026-27) 5% of students SED = 4 % of the student who are participating	+0.5% +22 students

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					EL = 4% of the student who are participating	
2.2	Number of students participating in industry visits	(SY 2023-24) 19% of students 831 students	(SY 2024-25) 20% 884 students	SY 2024-25 32% 1404 students Source: District records	(SY 2026-27) 25% of students	+13% +573 students
2.3	Number of students in Work-Based Learning with Industry on campus	(SY 2023-24) 27% of students 1156 students Not including STEAM week at both sites	(SY 2024-25) 32% 1425 students	SY 2024-25 27% 1,200 students (Not including STEAM week) Source: District records	(SY 2026-27) 32% of students Not including STEAM week at both sites	No % change +44 students
2.4	Percentage of students enrolled in a Dual-Enrolled course	(SY 2023-24) All = 2% = 107/4324 SED = .0% = 2/633 EL = 0% = 0/296 SWD = .0% = 2/449 Source: Query (MV & LA) SY: 2023-24 (as of 5/1/24)	2024 All = 6.6% 280: # of Students in Dual Enrolment 4258 # of Total Students SED = 4.6% 30: # of SED Students in dual enrollment 657: # of Total SED students EL = 2.6% 7: # of ELs in dual Enrollment 269: # of Total EL's	SY 2024-25 All = 250/4,334 (5.8%) SED = 20/280 (7.1%) EL = 1/274 (0.4%) SWD = 4/436 (0.9%) Source: Query (MV & LA)	(SY 2026-27) All = 20% SED = 8% EL = 8% SWD = 8%	All: +3.8% SED: +7.1% EL: +0.4% SWD: +0.9%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			SWD = 3.3% 14: # of SWD Students in Dual Enrollment 431: # of Total SWD Source: Aeries			
2.5	Number of students supported by Direct Enrollment	(SY 2023-24) 2% of all students 80 students	(SY 2024-25) 2.6% of all students 109 students	SY 2025-26 4.5% 200 students [Metric 2.5 to be replaced by metrics 2.4 and 2.7 going forward]	(SY 2026-27) 160 students	+2.5% +120 students
2.6	Percentage of teachers who are appropriately assigned and fully credentialed	(SY 2023-24) 100%.	(SY2024-25) 100% (Source: HR dept)	SY 2025-26 100% Source: District records	(SY 2026-27) 100%.	0%
2.7	Percent of graduates who met all the (a-g) requirements for admission to a University of California or California State University school. All students; socio-economically disadvantaged (SED) students; English Learner (EL) students; Students with Disabilities	(SY 2022-23) All = 80% = 879/1094 SED(FRE) = 53% = 73/138 EL = 2% = 1/49 SWD = 40% = 44/109 Homeless = 25% = 2/8 Source: Query (MV & LA) SY: 2022-23	2024 - Source: Indicator Charts A-G Completion All = 78% SED = 57% EL = 6% SWD = 39% Homeless = 28%	SY 2024-25 All = 81.5% (895/1,098) SED = 55.0% (93/169) EL = 12.0% (6/50) SWD = 38.9% (44/113) Homeless = 13.3% (2/15)	(SY 2025-26) All = 85.0% SED = 57.0% EL = 7.0% SWD) = 5.0% Homeless = 30.0%	All: +1.5% SED: +2.0% EL: +10.0% SWD: -1.1% Homeless: -11.7%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	(SWDs); and Homeless students			Source: Query (MV & LA)		
2.8	Number of students in Credit and Grade Recovery:	(SY 2023-24) During the school year grade/credit recovery = 48 students During Summer School grade/credit recovery = 986 Source: Aeries 2024	(SY 2024-25) During the school year grade/credit recovery = NA During Summer School grade/credit recovery= 1,113 students Source: Aeries 2024	SY 2025-26 During the school year grade/credit recovery = 55 students During Summer School grade/credit recovery = 1,145 students Source: Aeries	(SY 2026-27) During the school year grade/credit recovery = 55 students During Summer School grade/credit recovery = 1300 students	During the school year grade/credit recovery = +7 students During Summer School grade/credit recovery = +159 students
2.9	Number of SST meeting with referral to assessment.	(SY 2023-24) 52 students Source: Aeries 2024	(SY 2024-25) 37 students being referred to assessment Aeries 4/21/25	SY 2024-25 40 students Source: Aeries	(SY 2026-27) 40 students	-12 (decrease in referrals; may reflect improved Tier 1 supports)
2.10	Number of SST meeting without referral to assessment. Metric retired before 2024-25 LCAP finalization (will use metric 2.9 for tracking)	NA	NA	NA	NA	NA
2.11	Number/percentage of sites passing the Williams Compliance review (i.e., the facilities are in good repair - as	(SY 2023-24) 100% (FIT reports)	(SY 2024-25) 100% (FIT reports)	SY 2025-26 3/3 = 100% Source: FIT reports	(SY 2026-27) 100%	0%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	measured by the FIT tool)					
2.12	District average attendance rate	(SY 2023-24) All = 94.9% SED = 92.4% EL = 90.2% SWD = 91.1% Source: Query (MV & LA) SY: 2023-24 (as of 5/1/24)	(SY 2024-25) All = 95.7% SED = 94.4% EL = 92.4% SWD = 93.0% Source: Query (MV & LA) SY: 2024-25 (as of 5/28/25)	SY 2025-26 All = 95.6% SED = 93.9% EL = 92.6% SWD = 92% Source: Query (MV & LA)	(SY 2026-27) All = 97% SED = 95% EL = 93% SWD = 95%	All: 0.7% SED: +1.5% EL: +2.4% SWD: +0.9%
2.13	Percentage of students who attended school 96% or more of the time	(SY 2022-23) All 63.0% = 2722/4324 SED = 49.1% = 311/633 EL = 47.0% = 139/296 SWD = 52.1% = 234/449 Source: Query (MV & LA) SY: 2023-24 (as of 5/1/24)	(SY 2024-25) All = 70.4% = 3058/4345 SED = 61.8% = 421/681 EL = 51.8% = 144/278 SWD = 59.5% = 263/442 Source: Query (MV & LA) SY: 2024-25 (as of 5/28/25)	SY 2025-26 All = 67.1% (2918/4350) SED = 55.2% (410/743) EL = 50.8% (122/240) SWD = 53.1% (243/458) Source: Query (MV & LA)	(SY 2026-27) All = 77% [66%] SED = 68% [53%] EL = 55% [50%] SWD = 65%$ [55%]	All: +4.1% SED: +6.1% EL: +3.8% SWD: +1%
2.14	Percentage of students who were chronically absent: All students, Students with Disabilities (SWD), and Homeless students	(SY 2022-23) All = 3.2% = 137/4324 SED = 7.6% = 48/633 EL = 11.8% =35/296 SWD = 10.9% =49/449 Source: Query (MV & LA)	(SY 2024-25) All = 2.4% = 106/4345 SED = 5.0% = 34/681 EL = 8.3% = 23/278	SY 2025-26 All = 3.1% (133/4,350) SED = 6.6% (49/743) EL = 9.2% (22/240)	(SY 2026-27) All = 1.8% [2%] SED = 3.0% [5.5%] EL = 5% [9%] SWD = 5% [9%]	All: -0.1% SED: -1% EL: -2.6% SWD: +2.4%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		SY: 2023-24 (as of 5/1/24)	SWD = 8.8% = 39/442 Source: Query (MV & LA) SY: 2024-25 (as of 5/28/25)	SWD = 13.3% (61/458) Source: Query (MV & LA)		
2.15	Percent of students suspended one or more times (Source: CA School Dashboard)	(SY 2022-23) All = 0.7% = 28/4324 SED = 1.7% = 11/633 EL = 0.7% = 2/296 SWD = 1.3% = 6/449 Source: Query (MV & LA)	(SY 2023-24) All = 0.8% = 36/4345 SED = 2.8% = 19/681 EL = 5.0% = 14/278 SWD = 2.0% = 9/442 Source: Query (MV & LA)	(SY 2024-25) All = 1% (36/4,334) SED = 3% (19/680) EL = 5% (14/274) SWD = 2% (9/436) Source: Query (MV & LA)	(SY 2025-26) All = 0.5% SED = 1% EL = 0.5% SWD = 1%	All: +0.3% SED: +1.3% EL: +4.3% SWD: +0.7%
2.16	Number of students expelled	(SY 2023-24) 0 students	0 students	(SY 2025-26) 1 student	(SY 2026-27) 0 students	+1 student
2.17	Number of students who complete Restorative Practice Programs	(SY 2022-23) 31 students completing Ripple Effects	(SY 2023-24) 30 students completing Ripple Effects	(SY 2025-26) 9 students Source: District records	(SY 2026-27) 40 students completing Ripple Effects	-22 (below target)
2.18	Percent of MVLA students accessing MVLA school-based support	(SY 2022-23) 32%	(SY 2023-24) 37%	SY 2024-25 38% Source: District records	(SY 2025-26) 37%	+6%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.19	Percent of students accessing the Wellness Centers	(SY 2022-23) 4%	(SY 2023-24) 30%	(SY 2025-26) 61% Source: District records	(SY 2026-27) 33%	+ 57%
2.20	Percent of MVLA students accessing community-based support	(SY 2022-23) 22%	(SY 2023-24) 18%	(SY 2025-26) 20% Source: District records	(SY 2026-27) 27%	-2%
2.21	Number of MVLA students enrolled in Medi-Cal	(SY 2022-23) 0 students	(SY 2023-24) 0 students	(SY 2025-26) 811 students Source: District records	(SY 2026-27) 850 students	+811 students
2.22	Percent of students who responded Agree or Strongly Agree to the survey item/s: I know where to go to or who to contact at school for help when I am sad, stressed, lonely, or depressed. (WestEd CalSCHLS)	(SY 2023-24) 73% of students (WestEd CalSCHLS)	(SY 2024-25) 76% of students Source: WestEd CalSCHLS	(SY 2025-26) 79% Source: WestEd CalSCHLS	(SY 2026-27) 82% of students	+6% of students
2.23	Percent of students who responded Be Afraid to Get Help or Not Know What to Do to the survey item/s: If you were feeling very sad, stressed, lonely, or depressed, would you… (WestEd CalSCHLS)	(SY 2023-24) 37% of students (WestEd CalSCHLS)	(SY 2024-25) 38% of students Source: WestEd CalSCHLS	(SY 2025-26) 34% Source: WestEd CalSCHLS	(SY 2026-27) 32% of students	-3%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.24	Percentage of students in grades 9-12 reporting that they have experienced harassment or bullying in the past 12 months	(SY 2023-24) 23.5% of students (WestEd CalSCHLS)	(SY 2024-25) 21.0% of students Source: WestEd CalSCHLS	(SY 2025-26) 19% Source: WestEd CalSCHLS	(SY 2026-27) 20% of students	-5% of students
2.25	Percentage of English Learner students taking advanced placement classes	(SY 2023-24) 6% of students	This metric has been retired	This metric has been retired)	This metric has been retired)	This metric has been retired
2.26	Participation numbers of students on the principal's and superintendent's advisory	(SY 2023-24) Superintendent Advisory = 24 LAHS Advisory = 8 MVHS Advisory = 20	(SY 2024-25) Superintendent Advisory = 26 LAHS Advisory = 8 MVHS Advisory = 20	SY 2024-25 Supt: 36 LAHS: 17, MVHS: 17, AVHS: 1	(SY 2026-27) Superintendent Advisory = 24 LAHS Advisory = 8 MVHS Advisory = 20	+12 Supt +9 LAHS -3 MVHS
2.27	Family Partnership Council meeting participation numbers	(SY 2023-24) Total Members: 52 Parents: 25 Community: 4 Staff:23 Average attendance per meeting: 35	(SY 2023-24) Total Members: 43 Parents: 22 Community: 5 Staff: 16 Avg Mtg Attendance: 24	SY 2025-26 Total Members: 61 Parents: 27, Community: 4, Staff: 29 Avg attendance: 35-40	(SY 2026-27) Total Members: 52 Parents: 25 Community: 4 Staff:23 Average attendance per meeting: 35	+9 total members +2Parents: Community: No change +6Staff
2.28	PTSA participation numbers	(SY 2023-24) LAHS Members = 808 Avg Mtg: 25-30 MVHS Members:1118 Avg Mtg: 25-30	(SY 2024-25) LAHS Total Members: 766 Meeting Average: 25	SY 2024-25 LAHS: 618 members MVHS: 1,421 members Avg Mtg: 25-30 at both sites	(SY 2026-27) LAHS Members = 850 Avg Mtg: 30 MVHS Members:1160	LAHS: -190 MVHS: +303

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			MVHS: Total Members:1407 Meeting Average: 25-30		Avg Mtg: 30	
2.29	ELAC participation numbers	(SY 2023-24) Average 8 - 24 parents/meeting	Average 8 - 24 parents/meeting	SY 2024-25 Average 8 - 30 parents/meeting parents	(SY 2026-27) Average 15-30 parents/meeting	within range
2.30	Special Education Family Partnership Meetings participation numbers	(SY 2023-24) Average 5-8 parents	(SY 2024-25) Average 10-13 parents	SY 2025-26 CAC Meetings: 10/16/25, 12/9/25, 2/12/26, 4/27/26, 5/12/26 Transition Mtgs: 12/4/25, 12/9/25, 1/22/26 ATP Parent Mtg: 8/27/25, 1/28/26 15-40 parents per meeting	(SY 2026-27) Average 15-30 parents/meeting	within range
2.31	Percentage of grade 12 students completing a Career Technical Education pathway (Source: Aeries SIS)	(SY 2022-23) 6.1% = 70/1144 Source: Query (MV & LA)	(SY 2023-24) 10.0% = 107/1069 Source: Query (MV & LA) (Indicator master sheet)	SY 2024-25 11% (120/1,120) Source: Aeries (MV & LA)	(SY 2025-26) 15%	+5%
2.32	Percentage 12 graders who met UC/CSU (a-g) requirements and completed at least one CTE Pathway	(SY 2022-23) 5.4% = 62/1144 Source: Query (MV & LA)	(SY 2023-24) 7.6% = 81/1069 Source: Query (MV & LA)	SY 2024-25 10% (111/1,120) Source: Query (MV & LA)	(SY 2025-26) 15%	+5%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			(Indicator Master sheet			
2.33	Percent of High school dropout rates	(SY 2022 - 23) Of total population ALL = 0.4% = 20 students EL = 0.4% = 18 students SED = 0.6% = 24 students SWD = 0.2% = 9 students Source: CALPADS	(SY 2023 - 24) Of total population: All: 0.2%= 8 students EL: 0.1% = 6 students SED: 0.1% = 6 students SWD: 0.0% = 2 students Source: CALPADS Fall	(SY 2024 - 25) Of total population: ALL = 0.4% (19 students) EL = 0.3% (11 students) SED = 0.4% (17 students) SWD = 0.0% (1 students) Source: CALPADS Fall	(SY 2025 - 26) Of total population ALL = = 0.3% EL = = 0.2% SED = 0.4% SWD = 0.1%	ALL = 0% EL = -0.1% SED = -0.2% SWD = -0.2%
2.34	Percent High school graduation rates	(SY 2022 - 23) ALL = 94% EL = 69% SED = 86% SWD = 82% Homeless = 52% CA Dashboard	(SY 2023-24) ALL = 94% EL = 83% SED = 86% SWD = 79% Homeless = 70% Source: 2024 Dashboard	(SY 2024 - 25) ALL = 94.8% Grads EL = 84.8% Grads SED = 91.3% Grads SWD = 82.8% Grads	(SY 2025 - 26) ALL = 96% EL = 88% [71%] SED = 88% SWD = 84% Homeless = 60%	All: +0.8% EL: +15.8% SED: +5.3% SWD: +0.8%
2.35	Percentage of ELs are are Long Term Language Learners	(SY 2023-24) 39%	2024 31% Source: Aeries	2025 34% Source: Aeries	(SY 2026-27) 30%	-5%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.36	Number of English Learner students enrolled in a summer support program	2022-2023 Summer School Program 159 EL students enrolled	2023-2024 Summer School Program # of ELs Enrolled = 152	2024-25 Summer 229 EL students enrolled Source: Aeries Pull	2025-2026 Summer School Program 170 EL students enrolled	+70
2.37	Percentage of students enrolled in a CTE course	(SY 2023-24) ALL = 28% = 1193/4324 EL = 16% = 47/296 SED = 17% = 107/633 SWD = 15% = 69/449 Source: Query (MV & LA) SY: 2023-24 (as of 5/1/24)	(SY 2024-25) All = 31.2% = 1355/4345 EL = 18.3% = 51/278 SED = 20.4% = 139/681 SWD = 19.0% = 84/442 Source: Query (MV & LA) SY: 2024-25 (as of 5/28/25)	SY 2024-25 All = 31% (1,353/4,334) EL = 18% (50/274) SED = 20% (139/680) SWD = 19% (84/436) Source: Query (MV & LA)	(SY 2026-27) ALL = 37% [33%] EL = 26% [21%] SED = 27% [22%] SWD = 25% [20%]	All: +3% EL: +2% SED: +3% SWD: +4%
2.38	Percentage of Student College/Career Prepared	All Students CC prepared = 70.2% Homeless students CC prepared = 4% CA Dashboard 2023	Class of 2024 All: 71.4% Homeless: 10.3% Source: 2024 CA Dashboard	Class of 2024-25 All = 77.2% Homeless = 11.9% Source: 2025 CA Dashboard	All = 75.% Homeless = 15% [10]% CA Dashboard 2026	All Students CC prepared = +7.0% Homeless students CC prepared = +7.9%

Goal Analysis [2025-26]

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Overall Implementation and Key Differences

During 2025-26, Goal 2 was carried out with strategic enhancements and targeted investments to support student readiness for college, careers, and overall well-being. Implementation largely followed planned actions; however, several areas exceeded initial expectations or shifted based on student needs and feedback.

Substantive Differences and Key Enhancements

- Action 2.1: Academic and Career Counseling: Implementation followed the initial plan closely. Counselors provided targeted academic and career guidance with increased monitoring and proactive outreach. Counselors identified gaps in academic readiness and provided timely support. Student survey data noted that peer counseling (recently disbanded at MVHS) is missed and should be considered for restoration.
- Action 2.2: Work-Based Learning: Expanded beyond original plans. The district enhanced breadth and depth of work-based experiences including structured internships, industry panels, and student-led showcases. Internship participation grew from 72 to 100 students. Industry visits grew from 831 to 1,404 students. Student feedback identified opportunities to better promote CTE and link it to career exploration from freshman year.
- Action 2.3: Direct Enrollment: Direct enrollment initiatives successfully connected first-generation college-bound students and ELs to community college pathways via Foothill Community College. This seamless transition reduced historical equity gaps, surpassing initial expectations.
- Action 2.4: AVID Program Expansion: AVID expanded through intentional cross-site collaboration and an additional freshman section. Family Partnership Council praised AVID as a key support with increased resources.
- Actions 2.5-2.7: Academic Intervention, Technology, and Campus Safety: These actions largely aligned with plans. AI policy work began through an EdTech Committee and an AI Handbook for staff and students. However, student feedback identified concerns regarding academic integrity, data privacy, and the potential for AI to negatively impact the quality of learning and needs, reinforcing the need to finalize and communicate clear AI policies in 2026-27.
- Actions 2.8 and 2.9: Mental Health and Wellness: Wellness Center utilization grew from 167 to 575 students (243% increase). Students knowing where to go for support improved from 73% to 79%. Community survey respondents identified mental health services as a top priority to protect and expand.
- Action 2.10: ELD Infrastructure: The ELD TOSA role was added, supporting teachers in language development instruction. EL suspension rates increased (from 1% to 5%), highlighting the need for continued targeted outreach and intervention for this subgroup.
- Action 2.11: Parent Engagement: Successfully implemented with Family Partnership Council membership growing to 61 (from 52) and ELAC maintaining 8-30 parents per meeting. DELAC feedback (April 2026) reinforced the need for ELD family navigation workshops, now built into 2026-27 Action 2.11 planning.
- Action 2.12: CTE: CTE pathway completion by 12th graders grew from 6% to 11%, and combined A-G + CTE completion grew from 5% to 10%. CTE enrollment increased for EL from 16% to 18% (Year 2), SED from 17% to 20%, SWD from 15% to 19%

- Action 2.13: Special Education: Investments in co-teaching models and professional learning led to improved LRE (55%, up from 50%). Graduation rates for SWDs held at 82.8%. Families praised IEP/accommodation supports in student sessions and SELPA feedback.

Implementation Successes

- 10 of 11 state Dashboard indicators met
- A-G completion improved to 81.5%
- EL graduation rate increased to 84.8% (from 69% baseline)
- EL reclassification rate tripled to 27.95%
- CTE pathway completion doubled to 11%
- Wellness Center utilization grew 243% (167 to 575 students)
- AP access and performance improved across all focal groups
- ELAC and Family Partnership Council participation grew
- Students knowing where to access mental health support increased to 79%
- Alta Vista High School (AVHS): AVHS, MVLA's continuation high school. In 2025-26, AVHS students participated in the following Goal 2 actions: credit and grade recovery (Action 2.5), CTE enrollment (Action 2.12), and academic and career counseling (Action 2.1). Site-level data for AVHS indicates a graduation rate of 78.7% (an increase of 7%) of which are monitored as part of the district's attendance accountability framework. CTE enrollment at AVHS reached 6% in 2024-25. AVHS-specific outcomes will be disaggregated and reported in the Year 3 Annual Update to ensure the alternative program population is not obscured by aggregate district data.

Challenges

- Attendance: EL chronic absence remains at 7% and EL regular attendance (45% at 96%+ threshold) is below targets. Staff survey identified attendance as the single most urgent priority.
- EL Suspensions: EL suspension rate increased from 1% to 5%, warranting urgent attention through targeted restorative practices and early intervention.
- Community-Based Support Access: The number of students accessing community-based support declined (955 to 771), indicating a need to strengthen external partnerships.
- Restorative Practices: Ripple Effects completion declined from 31 to 14 students, below the target of 40. The program should be expanded and re-promoted.
- Homeless Students, A-G and CCI: A-G completion for students experiencing homelessness declined from 25% to 13.3%, and the College/Career Indicator remains low for this group despite recent gains (10.3% in Year 1 from a 4% baseline). Given that this population comprises approximately 15 students in any given year, individual-level case management, not aggregate programming, is required. In 2026-27, each student identified as homeless or housing-insecure will be individually tracked by a counselor under Action 2.4, with documented four-year plans, transcript reviews at each grading period, and at least one direct enrollment or dual enrollment connection by end of 11th grade (see Action 2.4 for full protocol).

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

In reviewing the 2025-26 expenditures for MVLA, the following actions experienced a material difference of 10% or more between planned and estimated actual expenditures. These differences are explained below:

Action 2.1: Academic and Career Counseling
Planned: $35,000
Actual: $31,339.17
Several counseling initiatives were deferred or scaled back due to staffing transitions; lower costs expected

Action 2.2: Extended Learning Programs
Planned: $206,500
Actual: $107,750.78
Partnership agreements were executed as planned; however, direct expenditures were substantially lower than projected.

Action 2.3: Strengthen College and Career Partnerships
Planned: $13,000.00
Actual: $0.00
The planned partnership was executed through non-monetary agreements and internally absorbed activities; no direct expenditures were incurred

Action 2.4: Post-Secondary Readiness
Planned: $697,280.00
Actual: $903,685.89
Additional investments in student preparation, college application workshops, including expanded tutoring, and unduplicated student support resulted in a higher-than planned spending.

Action 2.5: Improve and expand Intervention services:
Planned: $235,000
Actual: $100,376.00
A portion of the planned budget was designated for summer school staffing; at the time of plan finalization, summer session expenditures had not yet been fully incurred, resulting in a lower estimated actual.

Action 2.6: Equitable access and safe technology
Planned: $196,470
Actual: $176,205
Actual expenditures were approximately 10% below the planned budget ($176,205 vs. $196,470). The underspend reflects deferred technology purchases and lower-than-anticipated software licensing and subscription costs. No reduction in program scope or deliverables occurred.

Action 2.7: Maintain a safe and nurturing campus
Planned: $19,326
Actual: $23,788
Actual expenditures were slightly higher than planned due to increased costs associated with maintaining a safe and nurturing campus environment

Action 2.8 & 2.9: School-Based Mental Health & Wellness Services:
Planned: $2,541,085 (2.8 = $2,531,476; 2.9 = $9,609)
Actual: $1.604,096 (2.8 = $1,397,777; 2.9 = $9,600)
Explanation: Action 2.8 is currently under budget because one additional month of salary expenses still needs to be posted.

Action 2.10: Enhance infrastructure and support systems to empower Multi-Language Learners and Newcomers
Planned: $500,000
Actual: $450,648.99
The addition of the ELD TOSA position and expanded multilingual learner services were offset by efficiencies in other ELD line items, resulting in lower-than-planned costs

Action 2.11: Promote parent Engagement & Communication
Planned: $329,532
Actual: $278,674.87
Increased parent outreach and DELAC engagement activities may affect the total; The underspend reflects a shift from in-person to digital meeting formats, reducing facility and event logistics costs.

Action 2.12: Enhance the Career and Technical Education (CTE) Program
Planned: $3,534,515
Actual: $4,097,546
CTE expansion exceeded the planned budget due to new course development and industry partnerships. The overage was offset by additional grant funding approved and allocated during the fiscal year.

Action 2.13: Define and Enhance Special Education Programs and Processes
Planned: $25,000
Actual: $516.45
Explanation: Actual expenditures were substantially below the planned budget (approximately 98% below plan). The planned training, retreat, and workshop activities were either absorbed into other professional development structures that were funded under Actions 1.4 and 2.8 (eliminating duplicate costs), postponed due to scheduling conflicts during a year with significant professional development demand across multiple initiatives, or fulfilled through no-cost options (e.g., internally facilitated sessions, county-supported training through SCCOE). No reduction in special education program scope occurred as a result of this underspend.

No LREBG expenditures were charged to Goal 2, Action 2.5 during 2025–26. The district's 2025–26 LREBG expenditure was reported under Goal 1, Action 1.3. Beginning in 2026–27, Goal 2, Action 2.5 will be partially funded with $103,589 in LREBG, reported as Other State Funds, with the remaining $128,156 funded through LCFF.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Goal 2: Effectiveness of Specific Actions
A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

(Action 2.1) Academic and Career Counseling
The tiered academic and career counseling model continued to demonstrate meaningful impact in 2025-26. Counselors provided proactive outreach, supported four-year planning beginning in freshman year, and maintained data-driven monitoring of student progress. These efforts contributed directly to improved graduation rates across multiple student groups; EL graduation rates climbed from a 69% baseline to 84.8% (Metric 2.34), representing a 15.8-point gain, while SED graduation rates rose to 91.3%. A-G completion for EL students grew from 2% to 12% (Metric 2.7). Student and parent input identified guidance and career counseling with a desire for greater accessibility, a broader scope of support beyond course selection, and improved consistency.

(Action 2.2) Work-Based Learning and Extended Learning Program
Expansion of work-based learning opportunities proved effective across all three primary delivery channels. Internship participation grew from 72 to 94 students (Metric 2.1), industry visits increased from 831 to 1,404 students (Metric 2.2), and on-campus industry engagement reached 1,200 students (Metric 2.3). Most notably, the percentage of 12th graders completing a CTE pathway doubled from 6% to 11% (Metric 2.31), and the combined rate of students meeting both A-G requirements and a CTE pathway grew from 5% to 10% (Metric 2.32). Student feedback noted that CTE programs are valued but need broader promotion, particularly for students exploring non-STEM and trades-based pathways beginning in earlier grade levels.

(Action 2.3) College and Career Partnerships / Direct Enrollment
The strengthening of direct enrollment partnerships, particularly with Foothill Community College, produced tangible equity gains. Dual enrollment grew from 107 students (2% of enrollment, 3 courses) to 250 students across 8 courses and 24 course sections (Metric 2.4). Gains were particularly notable for SED students (7.1% participation). EL dual enrollment, while still low at 0.4%, represents movement from a baseline of zero. Direct enrollment support reached approximately 200 seniors (Metric 2.5). These pathways are proving effective at connecting first-generation and unduplicated students to postsecondary options and will continue to be refined.

(Action 2.4) AVID and Ensuring Every Student Graduates with All Options
AVID expansion, including the addition of a freshman section and strengthened cross-site collaboration, contributed to incremental gains in A-G completion (from 80.3% to 81.5% overall; Metric 2.7). AVID was cited by students, Family Partnership Council members, and staff as one of the most effective support programs in the district. However, two subgroup trends require urgent attention: A-G completion for homeless students declined from 25% to 13.3%, and SWD A-G completion declined from 40.4% to 38.9%. These declines indicate that AVID and direct enrollment structures must be more explicitly targeted to students experiencing housing instability and those with disabilities.

(Action 2.5) Intervention Services
The multi-tiered intervention framework showed evidence of effectiveness in several domains. Total SST meetings increased from 89 to 100 (Metric 2.10), while referrals to special education assessment decreased from 52 (baseline) to a range of 37-40 over Years 1-2, reflecting stronger early intervention (Metric 2.9), potentially reflecting stronger Tier 1 and Tier 2 supports earlier in the intervention cycle. Credit and grade recovery expanded, with net summer enrollment growing from 986 to 1,100 students and school-year opportunities increasing to 55 (Metric 2.8). Overall, chronic absenteeism dropped from 3% to 2% (Metric 2.14). However, attendance accountability for EL students remains a challenge: only 45% of EL students attended 96% or more of the time (Metric 2.13), and chronic absence among ELs stands at 7%, an area the staff survey identified as the single most urgent district priority.

(Action 2.6) Equitable Access to Safe and Streamlined Technology
The reestablishment and ongoing work of the Educational Technology Committee created a more structured approach to platform governance and tool evaluation. An AI Handbook was developed for staff and students, and efforts to consolidate instructional platforms moved forward. However, this action revealed a substantive gap: student input sessions and community surveys both flagged concern about inconsistent AI policies, and the potential for AI to negatively impact the quality of learning and needs. The EdTech infrastructure is in place, but the absence of a finalized, published AI policy, communicated clearly across all classrooms, is an ongoing effectiveness constraint that will be prioritized in 2026-27.

(Action 2.7) Safe and Nurturing Campus Environment
Restorative practices and consistent discipline frameworks contributed to a reduction in overall harassment and bullying rates from 23.5% to 19% (Metric 2.24, now at target), and the districtwide suspension rate held at 1% overall (Metric 2.15). However, two trends temper this progress. First, Ripple Effects program completions declined, from 31 students to only 14, falling well below the target of 40 (Metric 2.17), indicating the program requires active expansion and re-promotion. Second, and more urgently, EL suspension rates increased from 1% to 5% that represents a meaningful equity concern. A site-level analysis conducted in spring 2026 identified that EL suspension incidents are concentrated at one comprehensive site and involve primarily 9th and 10th grade EL students, with a disproportionate number of incidents involving behavioral misunderstandings related to language access limitations (e.g., misinterpretation of campus policies, inability to adequately communicate in high-stress interactions with staff). In Year 3, the following targeted responses are built into this action:

(Actions 2.8 and 2.9) School-Based Mental Health and Wellness
Mental health services demonstrated some of the most significant expansion under Goal 2. Wellness Center utilization grew by 243%, from 167 to 575 students (Metric 2.19), and school-based support reached 993 unduplicated students (Metric 2.18). Students reporting knowledge of where to access mental health support increased from 73% to 79% (Metric 2.22), and the percentage of students who would be afraid or not know what to do when distressed declined from 37% to 34% (Metric 2.23). Students, Family Partnership Council members, and the community survey all identified mental health services as the top program to protect and expand. One area requiring course correction is community-based support access, which declined from 955 to 771 students (Metric 2.20), suggesting that external partnerships need to be rebuilt and strengthened.

(Action 2.10) Multi-Language Learners and Newcomer Infrastructure
The addition of an ELD Teacher on Special Assignment (TOSA) was a substantive, high-impact enhancement that supported stronger ELD program coherence and teacher practice. EL reclassification to Fluent English Proficient reached 27.95%, nearly tripling the 9.09% baseline (Metric 1.15). The percentage of Long-Term English Learners declined from 39% to 31% in Year 1 (Metric 2.35), though the rate increased to

34% in Year 2, a reversal that warrants attention. The increase may reflect the cohort effect of larger incoming EL classes or identification of previously uncategorized LTELs; the ELD TOSA will conduct a caseload analysis in fall 2026 to identify which students contributed to the Year 2 increase and determine whether targeted LTEL intervention protocols need to be strengthened (Metric 2.35). EL graduation rates improved from 69% to 84.8%, and summer EL program enrollment grew from 159 to 229 students (Metric 2.36). These gains demonstrate the effectiveness of integrated curriculum alignment, dedicated TOSA support, and ML Advisory structures. The noted increase in EL suspension rates is an ongoing concern that must be addressed with culturally specific outreach and behavioral support.

(Action 2.11) Parent Engagement and Communication
Parent engagement structures proved consistently effective in building family connection and voice. Family Partnership Council membership grew from 52 to 61 (with average attendance of 35-40 per meeting; Metric 2.27), and DELAC and ELAC meetings regularly draw 8-30 parents per session (Metric 2.29). Superintendent Advisory participation grew from 24 to 36 students (Metric 2.26). Special Education Family Partnership meetings were held on five occasions through CAC, with consistent attendance of 15-40 parents (Metric 2.30). DELAC feedback in April 2026 reinforced the need for structured ELD family navigation workshops, which are now formally incorporated into 2026-27 planning. In addition, DELAC parents suggested consolidating DELAC, ELAC, and LPO/LUCHA meetings into a single combined session to strengthen attendance and community engagement among multilingual families. This option will be piloted in spring 2027. ParentSquare continues to serve as an effective communication tool, though staff training on the platform remains a priority as identified through partner surveys.

(Action 2.12) Career and Technical Education (CTE)
CTE expansion yielded strong, measurable results across enrollment and completion metrics. Overall CTE enrollment grew from 28% to 31.2% (Metric 2.37), with gains across all focal subgroups: EL students from 16% to 18.3%, SED from 17% to 20.4%, and SWD from 15% to 19%. CTE pathway completion by 12th graders grew from 6% to 11% (Metric 2.31), and the combined A-G + CTE completion rate doubled from 5% to 10% (Metric 2.32). College/Career Indicator (CCI) performance stands at 71.4% overall. Students and the community survey identified CTE, including in non-STEM and trades-based areas, as a high priority, and the need for more intentional CTE promotion beginning in freshman year was consistently noted. The hiring of the CTE TOSA in 2023 has meaningfully advanced supporting the growing quality of this program.

(Action 2.13) Special Education Programs and Processes
Ongoing investment in co-teaching models, IEP practice refinement, and professional learning contributed to improved Least Restrictive Environment outcomes: LRE at 80% or more rose from 51% to 55% (Metric 1.17). SWD graduation rates held at 82.8% (Metric 2.34). Various Special Education Family meetings were held consistently throughout the year, with positive parent engagement at all five CAC sessions. However, SWD A-G completion declined slightly from 40.4% to 38.9%, and community survey respondents, particularly families of students with IEPs, indicated a desire for improved communication, clearer accommodation processes, and more responsive follow-through on IEP-related requests — feedback that will guide targeted improvements in Year 3. These responses signal that while structural investments are in place, the student and family experience of special education services requires targeted attention and continued improvement.

Overall Summary
The actions implemented under Goal 2 are collectively effective in advancing student support, wellness, and postsecondary readiness, with the most notable gains in EL reclassification rates, graduation outcomes for focal groups, Wellness Center utilization, and CTE pathway completion. Progress on 10 of 11 state Dashboard indicators reflects a district moving in the right direction. Priority areas requiring more

intensive focus in 2026-27 include EL attendance and suspension rates, A-G and CCI outcomes for homeless students and students with disabilities, the rebuilding of community-based mental health partnerships, restorative practices program reach, and the finalization and consistent communication of AI policy across all learning environments.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

Changes to the Goal
Reflection on two years of implementation, combined with substantive feedback from educational partners, prompted a refinement to the framing of Goal 2 for 2026-27. The goal has been reoriented around the explicit strengthening and systematization of MVLA's Multi-Tiered System of Support (MTSS). Administrative Council, Family Partnership Council, and staff survey respondents all identified the absence of a clearly defined, districtwide MTSS structure as the most significant gap in the district's support system, including the lack of site-level MTSS teams, undefined Tier 1/2/3 expectations, and no minimum standard for Universal Design for Learning or Differentiated Instruction. This feedback, combined with data showing persistent attendance and intervention challenges for EL, SWD, and SED students, reinforced the need to move from a collection of individual actions toward a more coherent, systematized continuum of support. The revised goal language reflects this shift and provides a more explicit organizing framework for the actions beneath it.

Changes to Actions
Several actions were modified, consolidated, or refocused for 2026-27 based on data trends and partner input:

Action 2.1: Academic and Career Counseling
The 2025-26 version described a tiered counseling model with general references to SEL integration, FAFSA support, PD for counselors, and A-G coaching. For 2026-27, the action adds a specific measurable Goal Statement, with individual case management for every housing-insecure student as an explicit commitment. Key additions include: improved Aeries counseling tracking codes for Tier 2 interventions; motivational interviewing training for counselors.

Action 2.2: Build High School Extended Learning Programs
Continuing with the same actions, however, like all other actions, a SMART Goal Statement is added.

Action 2.3: Strengthen Collaborations with College and Career Partners
The 2025-26 version described general partnership development with Foothill College, work-based learning, internships, dual enrollment, and direct enrollment. For 2026-27, a specific measurable Goal Statement is added. The work-based learning/internship description is removed from this action (absorbed into 2.2), and the action is streamlined to three components: Foothill partnership, dual enrollment, and direct enrollment.

Action 2.4: Ensure Every Student Graduates with the Qualifications to Pursue a Wide Range of Post-Secondary Options Changed.
The 2025-26 version described A-G course access, graduation requirement alignment, dual enrollment, direct enrollment, and AVID broadly. For 2026-27, a specific measurable Goal Statement is added. The action is reorganized into three named components: (1) Equitable A-G Access and Course Alignment, with explicit horizontal alignment requirements and Constructing Meaning scaffolding; (2) AVID as a Model

Equity Program, with expanded post-secondary exploration beyond elite college prep to include civic engagement, trades, and community partnerships (including the Ryan Nece Foundation); and (3) Early Proactive Counseling and Case Management.

Action 2.5: Improve and Expand Intervention Services
The 2025-26 version described credit/grade recovery, SSTs, peer tutoring, technology for interventions, school counselors, and general commitment to innovation. For 2026-27, a specific measurable Goal Statement is added. A new first component is added: EdServices will distribute an MVLA MTSS Framework defining Tier 1/2/3 expectations, and data review cycle requirements. Attendance accountability is elevated as an explicit sixth component, including structured early intervention protocols with site attendance reporting and SST review cycles, in direct response to staff survey data identifying attendance as the single most urgent district concern.

Action 2.6: Ensure Equitable Access to Streamlined and Safe Technology
Changed. The 2025-26 version described equitable access, platform alignment, AI practices and protocols, and an EdTech committee. For 2026-27, the action is expanded with a new Goal Statement that makes AI policy clarity a primary deliverable. Key additions include: explicit data privacy protocols, and a new staff training component specifically addressing AI-generated lesson plans versus high-quality instruction. These changes are driven directly by student, staff, and family feedback about absent and inconsistent AI policies.

Action 2.7: Maintain a Safe and Nurturing Campus Environment
The 2025-26 version described restorative practices (Ripple Effects, Botvin Life Skills), a discipline matrix, and administrator/classified staff training. For 2026-27, a specific measurable Goal Statement is added. Two key changes are driven directly by data trends: (1) Reestablishing and expanding the Ripple Effects program, and (2) Targeted restorative outreach for EL students. Two new components are added: (4) Attendance reporting protocol to identify emerging absenteeism early; and (5) Active Campus Supervision, with site administrators increasing presence to return students who have left their assigned learning environments to return to class students to class. The Botvin Life Skills program reference is removed.

Actions 2.8/2.9: Mental Health and Wellness: While Wellness Center utilization and school-based support both grew substantially, the number of students accessing community-based mental health services declined from 955 to 771. Rebuilding and expanding external partnerships to restore and surpass prior access levels is a priority adjustment for 2026-27. This was reinforced by community survey respondents and Family Partnership Council members who identified mental health services as the top program to protect and expand.

Action 2.10: Enhance Infrastructure and Support Systems to Empower Multi-Language Learners and Newcomers
Changed. The 2025-26 version described newcomer enrollment support, inclusive classroom practices, ELAC/DELAC participation, and handbook updates. For 2026-27, a new Goal Statement is added. A new first priority component, the RFEP Academic Transition Protocol, is added in direct response to the Year 2 decline in RFEP performance. ELD Family Workshop curriculum development is added as a new deliverable in response to DELAC feedback.

Action 2.11: Promote Parent Engagement & Communication
The 2025-26 version described data-driven absenteeism communication, ELAC/DELAC engagement, FPC, communication planning, staff training, technology workshops, and student engagement structures. For 2026-27, a new Goal Statement is added. Key additions include: (1) an explicit ELD Family Workshop delivery component; (2) a new Staff Input component; and (3) a Family Roadmap resource for immigrant family navigation challenges.

Action 2.12: Enhance the Career and Technical Education (CTE) Program
The 2025-26 version described general CTE pathway development, facilities upgrades, professional development, community partnerships, increased enrollment/diversity, and integrated counseling. For 2026-27, a specific measurable Goal Statement is added. The pathway development component is made more specific. A freshman CTE promotion initiative is added as an explicit priority. Expanded outreach to EL, SED, and SWD students is made explicit.

Action 2.13: Define and Enhance Special Education Programs and Processes
The 2025-26 version described a full continuum of services, IEP legal compliance, LRE placement, and parent engagement generally. For 2026-27, a specific measurable Goal Statement is added. The four components remain structurally similar, but the action now explicitly includes coordinated case management between special education and counseling staff, and LRE placement reviews, as named priorities.

Metrics and Target Modifications
The following changes to Goal 2 metrics reflect both structural improvements to how data is measured and upward or downward adjustments to Year 3 targets based on actual performance relative to initial projections (a reminder of the 2025 decisions):

Metrics 2.1, 2.2, and 2.3 will no longer be used to measure effectiveness for Action 2.2 and are being replaced with Metrics 2.4 and 2.7, which provide a more direct measure of postsecondary access and pathway completion aligned with the goal's outcomes.

Metric 2.5 will no longer be used to measure effectiveness for Action 2.4 and is replaced by Metrics 2.4 and 2.7, which better capture dual enrollment and A-G completion as indicators of college and career readiness.

Metrics 2.8 and 2.9 will no longer be used to measure effectiveness for Action 2.5 and are replaced with Metrics 2.4 and 2.7, streamlining the intervention measurement framework around graduation and access outcomes rather than referral counts alone.

Metric 2.13: The Year 3 target has been increased, from 66% to 77% for all students, from 53% to 68% for SED, from 50% to 55% for EL, and from 55% to 65% for SWD, because MVLA met or exceeded the original three-year target within the first year of implementation. Raising the bar reflects the district's commitment to continued progress rather than early arrival at a static goal.

Metric 2.14: Year 3 chronic absenteeism targets have been tightened, from 2% to 1.8% for all students, from 5.5% to 3.0% for SED, from 9% to 5% for EL, and from 9% to 5% for SWD, reflecting meaningful progress toward the original targets and the urgency of reducing chronic absence for focal groups who still face disproportionate rates.

Metrics 2.18, 2.19, and 2.20 have been converted from raw student counts to percentages to allow for more accurate year-over-year comparisons as enrollment fluctuates.

Metric 2.19: The Year 3 Wellness Center target has been increased from 9% to 33% of students, because MVLA's Wellness Center utilization exceeded the initial goal substantially in Year 1 (growing 243%), making the original target no longer appropriately ambitious.

Metri 2.21: The Year 3 target has already been surpassed, so it has been changed from 100 to 850 to be a more appropriate target goal for MVLA to strive for.

Metric 2.22: The Year 3 target for students knowing where to go for mental health support has been raised from 78% to 82%, because MVLA reached 79% in Year 2, already at or near the original three-year goal, and continued growth is both feasible and expected given expanded mental health infrastructure.

Metric 2.25 has been deleted, as it is fully captured within Metric 1.13 and maintaining it as a duplicate Goal 2 metric created reporting redundancy without added analytical value.

Metric 2.34: The Year 3 EL graduation rate target has been increased from 71% to 88% to reflect that MVLA already exceeded the original target in Year 2, with EL graduation reaching 84.8%. The revised target sustains upward momentum and appropriately reflects the district's trajectory.

Metric 2.35: Revised downward from 34% (original target) to 30%, as Year 2 data showed a regression from Year 1's 31% low; maintaining 34% as a target accepts the regression rather than working to reverse it.

Metric 2.37: Year 3 CTE enrollment targets have been raised across all groups,, from 27% to 33% for all students, from 21% to 26% for EL, from 22% to 27% for SED, and from 20% to 25% for SWD, recognizing that MVLA's CTE expansion is outpacing original projections and that higher participation levels are both
achievable and necessary to close remaining equity gaps.

Metric 2.38: The Year 3 College/Career Indicator target for homeless students has been increased from 10% to 15%, reflecting progress made in Year 1 (from a 4% baseline to 10.3%) and a commitment to more ambitious expectations for this historically underserved group.

LREBG: Action 2.5 — Improve and Expand Intervention Services
For 2026–27, the total planned expenditure for Action 2.5 remains $235,000. The funding-source composition has changed: $103,589 will be funded with Learning Recovery Emergency Block Grant funds, reported as Other State Funds, and $128,156 will be funded with LCFF. The total planned expenditure for the action is not increasing; only the funding-source composition is changing.
The LREBG-funded portion will support stipends and other tutoring and intervention resources for Tier 2 and Tier 3 academic interventions, based on the district’s needs assessment identifying persistent academic, credit-accumulation, and attendance needs. The action description identifies the LREBG-funded amount, explains its alignment with allowable LREBG uses, and identifies the metrics that will be used to monitor implementation and effectiveness.

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

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Academic and Career Counseling	Goal Statement: By June 2027, MVLA will increase the overall graduation rate to 96% (from 94.8%), EL graduation to 88% (from 84.8%), and Homeless graduation to 60% (from 52%), supported by a tiered counseling model with FAFSA guidance, motivational interviewing training, and Aeries-based monitoring, with individual case management for each student experiencing housing instability. We will focus on a tiered approach that integrates academic support and guidance with social and emotional learning (SEL) while addressing specific needs through targeted interventions and providing the appropriate professional learning opportunities for counselors. 1. Academic and SEL Support: Counselors will work with their students to not only bolster academic guidance but also nurture their emotional and social well-being. This includes integrating SEL into the curriculum and providing resources for counselors to support students' development in these areas effectively. 2. Tier 2 Interventions: The district will implement improved Aeries counseling tracking codes for Tier 2 interventions by November 2026, including standardized codes for SST referral, credit recovery, attendance intervention, and mental health referral, enabling districtwide reporting on Tier 2 service delivery. 3. FAFSA Support: Recognizing the importance of financial planning for post-secondary education, we will strengthen our specialized guidance and resources for students and families navigating the Free Application for Federal Student Aid (FAFSA). This support aims to maximize students' access to financial aid opportunities. 4. PD for Counselors: Ongoing professional development for counselors will be a priority, ensuring they are equipped with the latest strategies in academic advising, college and career planning, SEL support, and interventions for at-risk students. This PD will include workshops, seminars, and networking opportunities with experts in the field. 5; A-G and College/Career Coaching: To ensure students are prepared for college and careers, we will offer coaching focused on meeting the A-G	$35,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		requirements, reviewing transcripts, and utilizing a year plan. This coaching will include personalized advising sessions, career exploration activities, college visits, and assistance with the application process for colleges, universities, and vocational programs. This action will be monitored with metrics: 2.33, 2.34 State Priorities addressed by this action: 3, 4, 5, 6, 8		
2.2	Build High School Extended Learning Program that empowers students with real-world skills, broadens their horizons through experiential learning opportunities, and prepares them for high school, college and career success through diverse and engaging learning opportunities.	Goal Statement: By June 2027, MVLA will increase dual enrollment to 20% of all students (from 5.8%), improve overall A-G completion to 85% (from 81.5%), and grow A-G completion for students experiencing homelessness to 30% (from 13.3%), through expanded work-based learning opportunities, AVID supports, and intentional outreach to EL, SED, and SWD students beginning in 9th grade. Our actions center on expanding opportunities for students to engage in educational experiences beyond the traditional classroom. 1. AVID Opportunities: We will enhance our AVID program with college visits, informational sessions on college options, industry connections, civic engagement, and college/career activities, as well as support for preparedness. 2. Internships: To bridge the gap between academic learning and practical application, we will develop and expand partnerships with local businesses and organizations to offer internships. These opportunities will allow students to gain valuable work experience, explore potential career interests, and develop professional skills in real-world settings. 3. Industry Visits: Organizing visits to and from companies and industrial sites will give students insights into the inner workings of different sectors and careers. These visits aim to ignite students' interest in various professions and help them make informed decisions about their future career paths.	$206,500.00	Yes

Action #	Title	Description	Total Funds	Contributing
		4. Summer Learning Options: From a robust, traditional summer school, to introducing diverse summer learning opportunities, including workshops, boot camps, intrenships, and online courses focusing on various academic, technological, and creative skills. This action will be monitored with metrics: 2.4 and 2.7 (Metrics 2.1, 2.2, 2.3 will no longer be used to measure effectiveness). State Priorities addressed by this action: Priority 1: 4, 5, 6, 8		
2.3	Strengthen our Collaborations with College and Career Partners	Goal Statement: By June 2027, MVLA will enroll at least 20% of students in dual enrollment courses through the Foothill College partnership (from 5.8%), with at least 8% participation among SED, EL, and SWD students respectively, and connect at least 200 seniors to direct enrollment pathways, with course offerings finalized and communicated to students by October 2026. Our approach includes: 1. Partnership with Foothill College: We will collaborate closely with Foothill College to create seamless pathways for students interested in pursuing higher education immediately after high school. This partnership will focus on aligning curriculum, facilitating college readiness workshops, and providing guidance for students to transition smoothly into college programs. 2. Dual Enrollment: In partnership with community colleges and universities, we will expand dual enrollment options for high school students. This initiative will allow students to earn college credits while still in high school, exposing them to college-level coursework and reducing the time and cost of obtaining a college degree. 3. Direct Enrollment: We will work to streamline the process of direct enrollment into post-secondary programs for graduating students. By coordinating with colleges and universities, we aim to simplify application and enrollment procedures, ensuring students have direct access to higher education opportunities upon graduation.	$15,000.00	No

Action #	Title	Description	Total Funds	Contributing
		4. Implementing these strategies will enable us to build a strong foundation for students' academic and career success, bridging the gap between high school, college, and the professional world. Through these partnerships, students will receive the support and resources they need to navigate their future paths with confidence and clarity. This action will be monitored with metrics: 2.4 and 2.7 (Metric 2.5 has been replaced by these two metrics as of the 2025-26 LCAP revision). State Priorities addressed by this action: 3, 4, 5, 6,7, 8		
2.4	Ensure every student graduates equipped with the qualifications, skills, and knowledge to pursue a wide range of post-secondary options successfully	Goal Statement: By June 2027, MVLA will achieve an 85% overall A-G completion rate (from 81.5%) and a 30% A-G completion rate for students experiencing homelessness (from 13.3%), with 100% of homeless/housing-insecure students individually case-managed by a counselor with a four-year Aeries plan, quarterly transcript reviews, and at least one direct or dual enrollment connection by end of junior year. Here's how we plan to work towards this goal: 1. Equitable A-G Access and Course Alignment We will ensure that A-G approval is matched by instructional consistency so that all students, regardless of their teacher, are prepared for the next level. **We will ensure courses are A-G-approved so that all students have the opportunity to meet the requirements for admission to California public universities. **Horizontal Alignment: Course teams will prioritize alignment to ensure sections are not aligned. Feedback indicates that when teachers in the same subject teach different units or use inconsistent grading, students in some sections are left unprepared for subsequent coursework. **Accessible Scaffolding: Teachers will implement Constructing Meaning strategies to support all students, including those with diverse learning needs. 2. AVID: A Model Equity Program AVID will serve as the cornerstone for supporting the "middle academic tier" and traditionally underrepresented groups.	$697,280.00	Yes

Action #	Title	Description	Total Funds	Contributing
		**Expanded Post-Secondary Exploration: AVID curriculum will broaden beyond elite college prep to include industry connections, civic engagement, and trade-based career activities. **Preparedness and Success: Methodology will focus on teaching the social and organizational skills necessary to transition to the real world. **Support from community: working with various industry partners and the Ryan Nece Foundation, students will build confidence and leadership through skill-building and civic engagements. 3. Early Proactive Counseling and Case Management We will shift counseling from a high-focus junior-year model to a proactive 9th-grade framework. **9th-Grade Foundation: Counselors will deliver A-G and graduation lessons early in high school to help students visualize "multiple pathways for success" before the process becomes "massive" and overwhelming. **McKinney-Vento Case Management: 100% of housing-insecure students will have a counselor providing quarterly transcript reviews and documented four-year plans in Aeries. **Trusted Adult Connection: A vital part of case management will be ensuring every student has a consistent connection with a trusted adult, which stakeholders identified as a critical protective factor for academic and emotional stability. **Connect the student to at least one direct enrollment or dual enrollment option: By the end of 11th grade, counselors will discuss next steps with the student regarding FAFSA/financial aid support, enrollment in a Dual Enrollment course, or connecting with Foorhill to understand direct enrollment opportunities. This action will be monitored with metrics: 2.4, 2.7 (2.5 will no longer be used) State Priorities addressed by this action: 1, 2, 3, 4, 5, 6, 7, 8		
2.5	Improve and expand Intervention Services to provide targeted support for students facing academic	Goal Statement: By June 2027, MVLA will reduce EL chronic absence to 5% (from 7%) and SWD chronic absence to 5% (from 8%), enroll at least 55 students in school-year credit/grade recovery, and maintain summer net enrollment of 1,100 students, supported by structured early intervention protocols with site attendance reporting and SST review cycles.	$235,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
	challenges, ensuring their success and academic growth	MVLA will implement a multifaceted approach comprising several key components aimed at supporting and providing interventions for students struggling with academics. 1. EdServices will distribute an MVLA MTSS Framework document by December 2026 defining Tier 1/2/3 expectations, minimum UDL standards, and data review cycle requirements 2. Credit and Grade Recovery Options: We will develop and expand programs and options that allow students to recover credits and improve grades from previous courses. This could include after-school tutoring, summer school courses, and online modules tailored to help students master the content they previously struggled with. 3. Student Success Teams (SSTs): SSTs play a critical role in identifying students in need of interventions and developing personalized plans to address their academic, social, and emotional needs. We will align and strengthen our process, monitoring, and interventions suggested during SSTs to provide our students with the support they need. 4. Tutors: Leveraging the power of tutor (including peers) support, we will establish a robust peer tutoring program where students can receive help from their peers in a relaxed and relatable setting. This initiative will foster a sense of community and mutual assistance among students. 5. Technology for Interventions: To modernize and enhance our intervention strategies, we will incorporate technology solutions, such as educational software and apps, that can provide personalized learning experiences and instant feedback for students. These technologies will be chosen for their ability to meet diverse learning needs and styles. 6. Proactive Attendance Support and Resource Coordination The district will utilize Student Success Teams (SSTs) to proactively identify students exhibiting absenteeism, to intervene before students fall behind. In addition, site teams will coordinate specific Tier 2 and Tier 3 supports to address practical barriers to attendance.		

Action #	Title	Description	Total Funds	Contributing
		7. Data-Driven Monitoring: In addition to surveys, the district will utilize concrete data collection on tardy and absence challenges to measure the effectiveness of interventions, particularly for students in specialized programs LREBG: Goal 2, Action 2.5 is funded in part with $103,589 in Learning Recovery Emergency Block Grant funds. LREBG funds will support tutoring and intervention resources. MVLA selected this action based on its LREBG needs assessment, which identified persistent academic, credit-accumulation, and attendance needs among English Learners, students with disabilities, socioeconomically disadvantaged students, and other students who have experienced barriers to academic progress. The action is aligned with allowable LREBG uses because it expands instructional learning time and provides evidence-based academic interventions, tutoring, credit recovery, and integrated student supports. These services are expected to accelerate learning, improve course completion and credit accumulation, reduce chronic absenteeism, and increase graduation and A-G completion. The impact of the LREBG-funded components of this action will be monitored through Metrics 2.8, 2.13, and 2.14, including participation in summer and school-year credit and grade recovery, regular attendance, and chronic absenteeism. Additional implementation data will include the number of students served, courses or credits recovered, and successful completion rates. This action will be monitored with Metrics 2.4 and 2.7. with metrics 2.4 and 2.7). State Priorities addressed by this action: 3, 4, 5, 6, 7, 8		
2.6	Ensure equitable access to streamlined and safe technology for all students, enhancing their learning	Goal Statement: By October 2026, 100% of MVLA staff and students will receive an updated AI Handbook orientation that directly addresses concerns regarding academic integrity, data privacy, and environmental impact. By June 2027, student survey ratings on AI policy clarity and fairness will show marked improvement over the Year 2 baseline, which was flagged as a significant concern due to "shortcut" culture and	$196,470.00	No

Action #	Title	Description	Total Funds	Contributing
	experience and digital literacy	inconsistent teacher use. To reduce user confusion, the number of active instructional platforms will be reduced by at least 20%, standardized through the EdTech Committee and a new digital citizenship curriculum. 1. Equity and Infrastructure During the School Day MVLA will ensure technology use is equitable, integrated, and secure. **Access and Connectivity: We will assess and address the digital divide by ensuring every student has equal access to high-speed internet and necessary hardware. Feedback indicates that unreliable WiFi currently hinders schoolwork, and this must be remediated to ensure equitable access. **Standardized Devices: We will continue exploring a "Chromebooks-only" environment during instructional minutes to minimize distractions and ensure a level playing field, while remaining mindful of feedback that excessive screen time can be detrimental to learning . 2. Platform Alignment and Consistent Communication To streamline digital learning, we will standardize educational platforms across the district to eliminate the current confusion caused by inconsistent use of tools. **Standardization: The district will select specific platforms that best meet educational needs and eliminate redundant systems. **User Experience: This alignment will facilitate easier access to resources and assignments for all students and families, ensuring that updates on student progress are timely, clear, and easy to find. 3. Practices and Protocols for Responsible AI Use Recognizing the risks and benefits of AI, MVLA will implement comprehensive protocols to ensure safe and ethical use. ** MVLA AI Guidance Handbook: MVLA will continue to strengthen and communicate the handbook as an aligned source of guidance for all staff and students. **Academic Integrity: We will communicate strongly when AI can and cannot be used in language for assignments/assessments and educate students on the difference between AI as a tool versus a shortcut that bypasses actual learning. **Data Privacy: We will establish strict protocols to ensure student data and assignments are not shared with AI companies for training purposes without explicit notification and permission from families.		

Action #	Title	Description	Total Funds	Contributing
		4. Staff Training: Teachers and staff will be trained to use AI thoughtfully, ensuring that AI-generated lesson plans do not replace high-quality, engaging instruction. 5. Collaborative Oversight (EdTech Committee) The Educational Technology Committee will remain the primary body for overseeing the selection and evaluation of resources. **Stakeholder Voice: The committee will actively engage in dialogue with students and parents to ensure technology remains a support rather than a barrier to success. **Alignment with Goals: All tools must align with the district's mission of providing rigorous, inclusive, and equitable learning environments. State Priorities addressed by this action: 3, 5, 6, 7		
2.7	Maintain a safe and nurturing campus environment that fosters respect, learning, and well-being for all students	Goal Statement: By June 2027, MVLA will reduce the overall suspension rate to 0.5% (from 1%) and the EL suspension rate to 0.5% (from 5%), achieve 40 Ripple Effects program completions (from 14), and complete Language Line de-escalation training for all campus supervisors by November 2026, through a multilingual restorative practices expansion and ASES-level monitoring of EL incident reports 1. Restorative Practices: We will implement restorative practices, such as Ripple Effects, to promote a culture of empathy, respect, and accountability among students. These practices aim to resolve conflicts, improve relationships, and build a supportive school community. We will explore other means of correction that focus on repairing harm and restoring relationships rather than punitive measures. 2. Discipline Matrix: Developing and communicating a clear discipline matrix is essential to ensuring consistency and fairness in our approach to student behavior. This matrix will outline the behaviors expected of students, the consequences of not meeting these expectations, and the restorative steps to address issues. It will serve as a guideline for both staff and students, promoting a transparent and equitable system.	$24,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		3. Administration Training: Administrators will receive specialized training in implementing restorative practices, understanding and applying the discipline matrix, and managing situations that require disciplinary action. This training will equip them with the skills necessary to lead a safe and nurturing campus, fostering an environment conducive to learning and growth. This also includes trauma-informed training for the support of our unduplicated students. 4. Attendance: To address attendance concerns, MVLA will develop and implement an attendance reporting protocol designed to identify students with emerging attendance issues early and provide timely interventions that support students in returning to class regularly. 5.Active Campus Supervision: Site administrators and campus supervisors will increase their presence to actively encourage students who are "ree-ranging on campus to return to their classrooms, fostering a safe and respectful environment where every student is expected to be "mentally present" and engaged This action will be monitored with metrics: 2.12, 2.13, 2.14, 2.15 State Priorities addressed by this action: 1, 6		
2.8	Enhance and expand the infrastructure of School Based Mental Health and Wellness Services to support every student's emotional and well-being	Goal Statement: By June 2027, MVLA will reverse the Year 2 decline in community-based mental health access by increasing the percentage of students accessing community-based services from 18% to 27% (Metric 2.20), and maintain Wellness Center utilization at or above 33% of students (Metric 2.19), achieved through renewed external provider contracts confirmed by October 2026, proactive referral outreach to English Learner, foster youth, and homeless students. External Mental Health Partnerships: MVLA will renew and expand contracts with community-based mental health organizations to provide clinical services for students with higher-acuity needs that exceed the scope of school-based Wellness Centers. All community provider agreements will be reviewed, updated, and confirmed by September 2026 to ensure uninterrupted service at the start of the school year. Priority will	$2,531,476.00	No

Action #	Title	Description	Total Funds	Contributing
		be given to multilingual providers with demonstrated experience serving adolescents from immigrant and low-income families. Referral and Coordination Systems: MVLA will strengthen referral systems between Wellness Centers, site teams, families, and community-based providers to ensure students are connected to the appropriate level of care. This includes maintaining clear referral pathways, documenting outreach and service connections, and coordinating with external partners to support continuity of care. Targeted Access for Underserved Students: MVLA will use data, including universal screening information and site-based referral data, to identify students who may need additional support, with attention to English Learner, foster youth, homeless, low-income, and other underserved student groups who may face barriers to accessing off-campus mental health services. Monitoring and Reporting: MVLA will monitor access to community-based mental health services through Metric 2.20, and Wellness Center access through Metric 2.19. Outreach, referral, and service-access data will be reviewed and reported in the 2027 Annual Update. This action will be monitored with metrics: 2.17, 2.18, 2.19, 2.20, 2.22, 2.23 State Priorities addressed by this action: 5, 6		
2.9	Enhance and expand School Based Mental Health and Wellness Services programming to support every student's emotional and well-being	Goal Statement: By June 2027, MVLA will grow Wellness Center utilization to 61% of students (from 4%) this is based on duplicated student numbers, increase community-based mental health access to 27% of students by renewing external provider partnerships by September 2026 and implementing proactive outreach to underserved student populations. This action is centered on creating a comprehensive, accessible, and effective system to support the mental health and wellness of all students. Wellness Center Programming and Student Access: MVLA will continue to maintain and expand Wellness Center services, so students have	$9,609.00	No

Action #	Title	Description	Total Funds	Contributing
		accessible wellness resources and a connection to caring adults. Wellness Center access will be monitored through Metric 2.19. Student Awareness and Engagement: Wellness Center staff will increase student awareness of available supports by coordinating workshops, classroom presentations, outreach activities, and student-facing communication about Wellness Center resources. These efforts will focus on ensuring that students understand how to access support and feel comfortable using available services. Group Support Models: MVLA will introduce and integrate group support models into school-based mental health services programming. These groups will provide students with opportunities to share experiences, learn coping strategies, build resilience, and receive support in a structured and supportive setting with attention to English Learners, foster youth, homeless, low-income, and other underserved student groups. Connection to Higher Levels of Care: When student needs exceed the scope of, school-based mental health services, MVLA Clinicians will support referrals to community-based mental health providers through the district's referral and partnership infrastructure described in Action 2.8. Program Monitoring: MVLA will monitor participation in, school-based mental health services, student engagement in school-based mental health services, and referral patterns to evaluate access and identify opportunities to improve student-facing mental health and wellness supports. This action will be monitored with metrics: 2.19, 2.20, 2.21 State Priorities addressed by this action: 5, 6		
2.10	Enhance infrastructure and support systems to empower Multi-Language Learners and Newcomers, ensuring their	Goal Statement: By June 2027, MVLA will sustain EL A-G completion at or above 12% and continue reducing the LTEL rate below 31%, with ELD Family Workshop curriculum developed and deployed by October 2026, ELAC/DELAC receiving at minimum three programmatic data presentations, and averaging 8-30 parent participants per meeting.	$510,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
	academic success and social integration.	This Action is focused on student-facing and instructional infrastructure for Multi-Language Learners and Newcomers: the programs, structures, and professional supports that directly serve EL students in classrooms, advisory settings, and transition contexts. Family engagement and communication activities for EL families are coordinated under Action 2.11 to avoid duplication of effort and ensure clear budget traceability. Specific activities under this action include: 1. RFEP Academic Transition Protocol (Year 3 Priority) The district will address the Year 2 drop in RFEP performance (from 76% to 72%) through proactive monitoring [Metric 1.6]. **Strengthen our Monitoring: With the collaboration of EL Secretaries, counselors, and our ELD TOSA students reclassified within four years will have bi-annual monitoring, conducting semester-based check-ins that focus not just on grades, but on academic agency and emotional regulation. **Standardized Interventions: If a student falls to a D average, Tier 2 referrals for tutoring or other appropriate intervention support will be triggered to ensure continuity across counselor caseloads. 2. Increase Participation with ELAC and DELAC: **MVLA will support ELAC and DELAC as primary advisory governance structures for EL program oversight while consolidating meeting schedules to address parent feedback regarding the high volume of individual commitments and information overload **To increase participation and reduce family burden, the district will capitalize on high-attendance events already in place, such as Back to School Night or 8th-grade parent night, by integrating focused workshops and brief, clear information stations into these programs 3. Handbooks, Guidance, and the MLL Roadmap: **Reclassification Clarity: Handbooks will be updated to provide stronger clarity on the reclassification process. **Integrated Counseling: The Multi-Language Learner Roadmap will include protocols for counselor outreach, ensuring that graduation and A-G guidance begin early in the high school career. 4. Inclusive Family Engagement and Outreach		

Action #	Title	Description	Total Funds	Contributing
		We will improve transparency and trust by reaching families where they are, moving beyond digital platforms like ParentSquare when necessary. **Bilingual Workshops: We will host culturally responsive, bilingual workshops focused on college/career pathways and A–G requirements specifically for Latinx and first-generation families. **Early Progress Communication: Staff will prioritize reaching out to families early in the semester, rather than waiting for a failing grade, to build a collaborative relationship that encourages attendance and engagement. This will support both our newcomers and our long-term English Language Learners. This action will be monitored with metrics: 2.7, 2.29 State Priorities addressed by this action: 1, 2, 3, 4, 5, 6, 7, 8		
2.11	Promote parent Engagement & Communication	Goal Statement: By June 2027, MVLA will deliver at least two ELD Family Workshops with multilingual outreach and a minimum of 15 participants per session, sustain Family Partnership Council average attendance of 35, grow Superintendent Advisory to 24 students, and maintain ELAC at 8-30 parents per meeting, with differentiated participation data disaggregated by EL, SED, and ethnicity reported in the 2027 LCAP Annual Update. Specific responsibilities under this action include: 1. Parent Engagement: **Expand our engagement efforts to include families of students with exceptional needs through ELAC & DELAC, Special Education Family Partnership meetings, creating spaces for meaningful participation and feedback. Utilize tools like Surveys/ThoughtExchanges to gather parent insights and priorities, and organize the Family Partnership Council alongside workshops that are relevant to their children's education. 2. ELD Family Workshop Delivery: **Under this action, MVLA will schedule, promote, and facilitate the ELD Family Workshops whose content was developed under Action 2.10. In 2026-27, at least two ELD Family Workshops will be held covering high school navigation, GPA/A-G requirements, ParentSquare/Canvas, and	$329,532.00	Yes

Action #	Title	Description	Total Funds	Contributing
		financial aid/FAFSA. Outreach for these workshops will include multilingual flyers via ParentSquare and bilingual phone outreach to ELAC families. 3. Staff Input: **Staff input on LCAP implementation will be gathered through at least one mid-year structured feedback session (beyond the spring survey), with themes reported to Admin Council and incorporated into LCAP monitoring. 4. Staff Training: **Ensure all staff are proficient in using district-supported language access tools, including Parent Square, Language Line, and Translation Services, to facilitate clear, inclusive communication with all families. 5. Technology Workshops: **Offer technology workshops specifically designed for newcomer families and non-English speaking families and students, aiming to bridge the digital divide and ensure these community members feel confident engaging with school technology and online resources. 6. Student Engagement: **Strengthen student involvement in school governance and community engagement through Superintendent Advisory, Principal Advisory, Associated Student Body (ASB), Ambassador/School Community Liaison (SCL) roles. Enhanced translation and outreach efforts will be crucial in ensuring these opportunities are accessible to all students and their families. This action will be monitored with metrics: 2.26, 2.27, 2.28, 2.29, 2.30, and an internal survey (differentiated by ethnicity, SED, and EL family/guardian participant). State Priorities addressed by this action: 3		
2.12	Enhance the Career and Technical Education (CTE) Program	Goal Statement: By June 2027, MVLA will increase 12th-grade CTE pathway completion to 15% (from 11%), grow CTE enrollment among EL students to 26% (from 18.3%) and SWD students to 25% (from 19%), and achieve 33% overall CTE enrollment (from 31%), through new pathway development, upgraded facilities, a freshman CTE promotion initiative	$3,534,515.00	No

Action #	Title	Description	Total Funds	Contributing
		launched by October 2026, and strengthened community industry partnerships. For the goal of "Enhancing the Career and Technical Education (CTE) Program," several strategic actions are proposed to support and advance this objective effectively: 1. Develop New Pathways: Developing two new CTE pathways at LAHS for the 26-27 school year allows the district to respond to evolving industry demands and emerging job markets, thus preparing students for future careers that are in high demand. By offering a broader range of pathways, students gain access to specialized training in diverse fields, enhancing their readiness for post-secondary success and employment. 2. Upgrade and Sustain Facilities and Equipment: Keeping CTE facilities and equipment updated is essential for providing a realistic and effective learning environment that simulates real-world job settings. Up-to-date facilities ensure that students learn with the latest technology and tools, which is critical for their skill development and employability. 3. Enhance Professional Development: Offering ongoing professional development for CTE instructors ensures that they are up-to-date with the latest industry trends, educational strategies, and technological advancements. This preparation enables them to deliver high-quality education and to adapt to the changing dynamics of career and technical education. 4. Strengthen Community Partnerships: Building strong partnerships with local businesses, industries, and post-secondary institutions can provide students with additional learning opportunities such as internships, apprenticeships, and mentorships. These partnerships are essential for the practical application of classroom learning. 5. Increase Student Enrollment and Diversity: Actively recruiting a diverse student body enriches the learning environment by bringing a variety of perspectives and backgrounds into the classroom. Efforts to increase enrollment, especially among underrepresented groups, ensure that all students have access to the benefits of CTE programs.		

Action #	Title	Description	Total Funds	Contributing
		6. Integrate Academic and Career Counseling: Providing integrated academic and career counseling helps students make informed decisions about their educational and career paths. Counselors can guide students in selecting CTE pathways that align with their interests and career goals, and help them understand how these decisions affect their future job prospects and educational opportunities. Implementing these actions supports the goal of enhancing the CTE program by making it more robust, relevant, and responsive to the needs of students and the demands of the modern workforce. This holistic approach not only benefits individual students but also strengthens the educational institution's role in the community and economy. This action will be monitored with metrics: 2:31, 2.32 State Priorities addressed by this action: 1, 2, 3, 4, 5, 6, 7, 8		
2.13	Define and enhance special education programs and processes to ensure positive student outcomes	By June 2027, MVLA will increase SWD A-G completion to approximately 42% (from 38.9%), reduce SWD chronic absence to 5% (from 8%), and hold at least five Special Education Family Partnership meetings with 8-30 parent participants each, through IEP counselor transcript reviews for all junior students with IEPs (completed by October 2026), LRE placement reviews, and coordinated case management between special education and counseling staff. For the action of "Defining and Enhancing Special Education Programs and Processes to Ensure Positive Student Outcomes," several strategic plans are proposed to support and advance this objective. 1. Provide a Full Continuum of Services to Ensure Appropriate Student Placement: **Clearly defining the range of Special Education programs and services available within the district and understanding the profiles of students who need these services, the district can ensure that each student is placed in an educational setting that best meets their individual needs. This detailed definition helps in creating a seamless continuum of services that cater to	$25,000.00	No

Action #	Title	Description	Total Funds	Contributing
		the varying degrees of need across the student population, ensuring that each student receives the appropriate level of support to thrive academically and socially. This will lead to more tailored educational experiences for special education students, potentially increasing their academic achievements and personal development by aligning their educational environment with their specific needs. 2. Ensure Legal Compliance and Consistent Practices: **Enhancing the practices surrounding the development and implementation of Individualized Education Programs (IEPs) ensures that all procedures are legally compliant and uniformly applied across the district. By refining and strengthening our practices, we will enhance the accuracy and effectiveness of the educational planning process for special education students, leading to better-managed educational pathways that are closely monitored and adjusted as necessary. 3. Ensure Students with an IEP are Placed in the Least Restrictive Environment (LRE): **Strengthening the commitment to the LRE principle ensures that all students with disabilities are educated with their peers without disabilities to the greatest extent appropriate. By actively working to support inclusion, the district fosters an educational atmosphere that champions accessibility and equality. 4. Strengthen and Ensure Parent Engagement and Participation in the IEP Process: ** Enhancing parent engagement in the IEP process ensures that families are not just informed but are active participants in the educational planning for their children. This approach acknowledges parents as vital contributors to the decision-making process, thereby increasing the relevance and responsiveness of IEPs to meet the actual needs of students. These actions are designed to create a robust framework within which special education services are delivered more effectively and efficiently. Implementing these actions district-wide ensures that all special education students benefit from enhanced practices that are consistently applied, promoting equity, excellence, and compliance throughout the district.		

Action #	Title	Description	Total Funds	Contributing
		This action will be monitored with metrics: 2.7, 2.14, 2.30 State Priorities addressed by this action: 1, 2, 3, 4, 5, 6, 7, 8		

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2026-27]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$$2,163,499	$0

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
3.492%	0.000%	$0.00	3.492%

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

Required Descriptions

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.1	**Action:** Implementing consistent Tier 1 instructional practices across all classrooms. **Need:** While the action outlined above benefits all students, data indicates that our English Learners (EL), students are not achieving the same level of success as their peers in this area. Therefore, consistent universal tier 1	By embedding language support within Tier 1 instructional practices, students receive continuous, systematic literacy development. This helps all students and in particular English Language Learners, Foster Youth, Homeless Youth, and Students with Disabilities without being separated from the mainstream educational experience. Consistent instructional practices ensure that all students, regardless of language proficiency, can	Metric 1.1: CA School Dashboard: English Language Arts Distance from Standard for all students, socio-economically disadvantaged (SED) students, English Learner (EL) students, and Students with Disabilities (SWDs)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	instructional practices that support language acquisition and access to grade-level content curriculum and additional targeted teacher pedagogy are necessary to enhance their opportunities for success. Improving access to general education curriculum will specifically help elevate their academic success and open more doors for their future success. **Scope:** LEA-wide	access and engage with the grade-level content. This is achieved through strategies such as scaffolding, use of visual aids, and differentiated instruction, which make complex ideas more accessible to students with varying levels of English proficiency. Standardizing these practices across all classrooms in the district addresses equity by providing every student with the opportunity to succeed academically. This approach ensures that no student is disadvantaged due to variations in teaching quality or access to resources. By adopting these practices across the entire LEA or all schools, the educational institution ensures a cohesive and comprehensive approach that not only supports MLLs in mastering English but also enhances academic achievement for all students by ensuring they can fully access and engage with the curriculum.	Metric 1.2: CA School Dashboard: Mathematics Distance from Standard for all students, socio-economically disadvantaged (SED) students, English Learner (EL) students, and Students with Disabilities (SWDs) Metric 1.3: Percent of students performing at or above standard on the Smarter Balance ELA and Math assessments and the California Science Test (CAST) Metric 1.4: Number of students who took at least one AP exam and the percentage who scored a "3" or higher (all grade levels) Metric 1.5: Percentage of students in the “Standard Exceeded” level on the Smarter Balanced Summative ELA and Math

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			Assessments (these students are considered Ready for CSU general education English and mathematics classes) Metric 1.6: Percentage of Redesignated Fluent English Proficient students Meeting or Exceeding Standard on the Smarter Balanced Summative Assessments for English Language Arts/Literacy
1.2	**Action:** Action is being removed: Strengthen relational capacity. **Need:** Action 1.2 content and rationale are now fully incorporated into Action 1.1. The IIS rationale for Action 1.1 covers relational capacity outcomes via CAHKS metrics 1.7, 1.8, and 1.9. **Scope:**	Action removed effective 2026–27. IIS coverage for relational capacity outcomes is consolidated under Action 1.1.	N/A
1.6	**Action:** Promote Student and Parent Engagement & Communication **Need:** While the action outlined above benefits all students, data indicates that our English	Effective communication bridges gaps between what happens at school and at home, allowing parents and teachers to work together to support student learning and development. Clear, consistent communication ensures that parents are informed and involved in their child's educational process.	Metric 2.12: District average attendance rate Metric 2.13: Percentage of students who attended school 96% or more of the time

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Learners (EL), Foster Youth (FY), and Low-Income (LI) families are in need of additional methods to connect with our schools and district. Therefore, targeted actions are necessary to gain feedback from their experience so we can refine and enhance our support and outreach services. Improving these services will ensure our EL, FY, and LI are empowered and informed. **Scope:** LEA-wide	Actively engaging families in the educational process increases their investment in the school community and their child's learning. Families who are well-informed and involved are more likely to support their child's academic efforts and participate in school activities. The aim of this action is to address and improve rates. Improved communication and outreach facilitate the building of trust between families and educators. Trusting relationships make it easier for teachers and parents to collaborate effectively and address student needs promptly and comprehensively. Again, the goal of this action is to address and improve rates. Tailored communication and engagement strategies acknowledge and respect the diverse needs, languages, and cultural backgrounds of families. This inclusivity strengthens the school's relationship with its community and ensures that all families have the opportunity to be actively involved. Implementing communication and engagement strategies on a wide scale ensures that all families, regardless of which school their children attend within the district, receive the same level of information and opportunity for involvement. This consistency is essential for equity and ensures that no student or family is disadvantaged by inconsistent practices.	Metric: Internal survey (differentiated by ethnicity, SED, and EL family/guardian participant), as described in the Action 1.6 monitoring statement. Metric 1.16 was retired during Year 1 and data collection has ceased. Refining internal tracking document for the parent-teacher conference calls to include unduplicated demographic data.
2.1	**Action:** Academic and Career Counseling	The identified need to support English Learners (EL), Foster Youth (FY), and Low-Income (LI) students require targeted interventions and	Metric: 2.33: Percent of High school dropout rates

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Need: While the action outlined above benefits all students, data indicates that our English Learners (EL), Foster Youth (FY), and Low-Income (LI) students are not achieving the same level of success as their peers in this area and require additional academic support, guidance, and intervention. Targeted actions are necessary to enhance their opportunities for accessing four-year colleges. Improving access to college-preparatory credits will specifically help elevate their academic profiles and open more doors for their future success. **Scope:** LEA-wide	comprehensive support programs that address both academic challenges and social-emotional learning needs. The following components address the identified need and why they are implemented district-wide: 1. Academic and SEL Support: Addressing Needs: This action ensures that all students, particularly EL, FY, and LI students, receive support not only in academic areas but also in their emotional and social well-being. By integrating Social Emotional Learning (SEL) into the curriculum and providing relevant resources, counselors can effectively support the holistic development of these students. District-wide Implementation: Implementing this support across the district promotes consistency in educational quality and ensures all students have access to critical emotional and academic resources, which is essential for reducing disparities in achievement and well-being among student groups. 2. Tier 2 Interventions: Addressing Needs: Tier 2 interventions are crucial for students who need more support than what is provided in the general classroom setting. These targeted supports address specific academic or behavioral challenges, helping to bridge gaps in learning and adjustment. District-wide Implementation: Offering Tier 2 services district-wide ensures that no student who needs additional help is overlooked, regardless of their school. This uniform approach to intervention supports equity and the academic success of all students.	Metric: 2.34: Percent High school graduation rates

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		3. FAFSA Support: Addressing Needs: Financial constraints often hinder post-secondary education for EL, FY, and LI students. Providing specialized guidance on navigating the FAFSA empowers these students and their families by maximizing their financial aid opportunities. District-wide Implementation: Ensuring that FAFSA support is available across all schools helps level the playing field, enabling more students to pursue higher education without the barrier of financial uncertainty. 4. PD for Counselors: Addressing Needs: Continuous professional development equips counselors with the latest strategies and knowledge to support diverse student needs effectively, including academic advising, college and career planning, and SEL. District-wide Implementation: Providing PD opportunities uniformly ensures that all counselors, regardless of their school, are equally prepared and informed, which enhances the consistency and quality of counseling services across the district. 5. A-G and College/Career Coaching: Addressing Needs: This coaching helps students meet necessary academic benchmarks (like A-G requirements) and supports them in planning for their futures through personalized advising, career exploration, and college application assistance. District-wide Implementation: Implementing this program across the district ensures that all students, particularly those from underserved	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		backgrounds, receive the guidance necessary to prepare for college and careers, thereby promoting higher education and career readiness among all students.	
2.2	**Action:** Build High School Extended Learning Program that empowers students with real-world skills, broadens their horizons through experiential learning opportunities, and prepares them for high school, college and career success through diverse and engaging learning opportunities. **Need:** While this action supports all students, it places additional emphasis on ensuring that they have access to career exploration, work-based learning, and college exploration opportunities. In addition, the action outlined above benefits all students, data indicates that our English Learners (EL), Foster Youth (FY), Homeless students, and Low-Income (LI) students are not being afforded the equitable opportunities as their peers in this area. Therefore, targeted actions are necessary to enhance their opportunities for accessing extended learning option. Improving access to college and career. **Scope:** LEA-wide	Identified Need: Enhancing access to career exploration, work-based learning, and college exploration opportunities for all students. 1. Grow AVID Opportunities: How It Addresses the Needs: Expanding the AVID program to include college visits, informational sessions about college options, and college/career activities directly supports students in understanding and preparing for post-secondary education. These enhancements also aim to bridge the gap between high school and higher education or career paths by providing real-world insights and preparation. Why District-wide: Implementing this initiative across the district ensures that all students, regardless of their school or background, receive equitable support and exposure to college and career opportunities. This consistent approach helps standardize the quality of college readiness programs across all schools, fostering a culture of higher educational aspirations and preparedness. 2. Internships: How It Addresses the Needs: Developing and expanding partnerships with local businesses and organizations to offer internships allows students to apply academic learning in practical settings. These internships enable students to explore potential career fields, gain valuable work experience, and develop essential workplace skills.	Metric 2.1, 2.2, 2.3 no longer used to measure effectiveness - being replaced with Metric 2.4 and Metric 2.7 Metric 2.4: Percentage of students enrolled in a Dual-Enrolled course Metric 2.7: Percent of graduates who met all the (a-g) requirements for admission to a University of California or California State University school.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		Why District-wide: Providing internships district-wide ensures that all students have the opportunity to engage with the local business community and gain practical experience. This widespread availability helps mitigate disparities in work-based learning access and supports a more comprehensive workforce readiness among students throughout the district. 3. Industry Visits: How It Addresses the Needs: Organizing visits to and from various industries helps students gain a firsthand look at different career fields and the day-to-day operations of companies. These experiences are invaluable for helping students make informed decisions about their future careers and educational paths. Why District-wide: Offering industry visits across the district allows students from various areas to benefit from direct exposure to the professional world, which may inspire and inform their career choices. This equal access is crucial for helping all students, regardless of location or background, to understand the range of career opportunities available to them. 4. Summer Learning Options: How It Addresses the Needs: By providing a diverse array of summer learning opportunities, including traditional courses, workshops, boot camps, and online classes, students can enhance their academic, technological, and creative skills during the summer months. This approach not only helps prevent summer learning loss but also allows students to explore interests that may not be fully covered during the regular school year.	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		Why District-wide: Implementing a variety of summer learning options across the district ensures that all students have the opportunity to continue their education over the summer, regardless of their regular school year achievements or challenges. This inclusive approach helps level the educational playing field and supports lifelong learning habits among students.	
2.4	**Action:** Ensure every student graduates equipped with the qualifications, skills, and knowledge to pursue a wide range of post-secondary options successfully **Need:** While the action outlined above benefits all students, data indicates that our English Learners (EL), Foster Youth (FY), and Low-Income (LI) students are not achieving the same level of success as their peers in this area. Therefore, targeted actions are necessary to enhance their opportunities for accessing four-year colleges. Improving access to college-preparatory credits will specifically help elevate their academic profiles and open more doors for their future success. **Scope:** LEA-wide	The identified need points to a disparity in educational achievements and college readiness among English Learners (EL), Foster Youth (FY), and Low-Income (LI) students compared to their peers. To address this, targeted actions are proposed to improve their access to higher education opportunities. Here's how each of the outlined actions addresses these needs and why implementing them district-wide is essential: 1. A-G Courses: Addressing Needs: Expanding A-G approved courses ensures that all students, especially EL, FY, and LI students, have the opportunity to meet the prerequisites for admission to California public universities. Offering a wider range of subjects helps cater to diverse interests and strengths, which is crucial for engaging students who might otherwise feel disconnected from the standard curriculum. Why District-wide: Implementing this expansion across all schools in the district guarantees that no student, regardless of their school location or socioeconomic status, is at a disadvantage. It promotes equity in educational offerings and prepares a broader student population for university eligibility.	Metric 2.4: Number of Dual-Enrolled courses and number of students enrolled in a Dual-Enrolled course Metrics 2.5 will no longer be used to measure effectiveness. Metric 2.6: Percentage of teachers who are appropriately assigned and fully credentialed Metric 2.7:Percent of graduates who met all the (a-g) requirements

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		2. Graduation Requirements Supporting A-G Eligibility: Addressing Needs: Aligning graduation requirements with A-G criteria ensures that all students are inherently prepared for university admission upon graduation. This strategic alignment removes ambiguities and barriers to higher education access, particularly benefiting students who may not receive college guidance at home. Why District-wide: Standardizing these requirements across the district simplifies the academic planning process for students and counselors alike, fostering a uniform path to post-secondary education and increasing college readiness. 3. Dual Enrollment: Addressing Needs: Enhancing dual enrollment options allows students to accumulate college credits while in high school, easing the academic and financial burdens of higher education. For EL, FY, and LI students, this early exposure to college-level courses can significantly boost their confidence and readiness for higher education. Why District-wide: Providing dual enrollment opportunities universally supports academic equity, ensuring that students from all backgrounds can benefit from advanced educational opportunities and reduced college expenses. 4. Direct Enrollment: Addressing Needs: Facilitating a direct enrollment pathway helps students, especially those from	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		underserved backgrounds, navigate the often complex college application and enrollment processes. By offering dedicated support, the district can significantly demystify the steps involved in transitioning to post-secondary education. Why District-wide: A district-wide implementation of this initiative ensures that all students receive equal support and resources, thereby standardizing the quality of guidance provided and increasing the likelihood of college attendance and success. 5. AVID: Addressing Needs: Implementing AVID district-wide targets students in the middle academic tier by providing them with structured support to enhance their academic skills and college readiness. AVID's focus on teaching strategies for academic success is particularly beneficial for EL, FY, and LI students, who might lack these supports in their immediate environments. Why District-wide: Offering AVID programs across the district helps standardize support for college preparation, ensuring that every student has access to tools and methodologies that promote academic achievement and future success. By addressing these needs through district-wide implementation, the actions ensure equitable access to resources and support, thereby enhancing the academic trajectory and college readiness of all students, particularly those who are most at risk of educational disparities.	
2.5	**Action:**	MVLA has identified the need for Tier II strategies to provide targeted and timely interventions for	Metrics 2.8, 2.9, 2.10 will no longer be used to

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Improve and expand Intervention Services to provide targeted support for students facing academic challenges, ensuring their success and academic growth **Need:** While the action outlined above benefits all students, data indicates that our English Learners (EL), Foster Youth (FY), Low-Income (LI) students, and students with disabilities are not achieving the same level of success as their peers in this area. Therefore, Tier II strategies provide targeted and timely interventions for students who are struggling, ensuring they receive the specific support they need to succeed. This will specifically help elevate their academic profiles and open more doors for their future success. **Scope:** LEA-wide	students who are struggling, ensuring they receive the specific support they need to succeed. To address this need, we are implementing a multifaceted approach that involves several key components designed to support academic recovery and early intervention for students showing signs of struggle. Credit and Grade Recovery Options Developing and expanding programs and options for credit and grade recovery ensures students have opportunities to recover lost credits and improve grades from previous courses. After-school tutoring, summer school courses, and online modules tailored to help students master previously challenging content provide flexible and varied means for academic recovery. Student Success Teams (SSTs) SSTs play a critical role in identifying students needing interventions and developing personalized plans to address their academic, social, and emotional needs. Strengthening our process, monitoring, and interventions suggested during SST meetings ensures that students receive comprehensive and coordinated support. Peer Tutors Establishing a robust peer tutoring program leverages the power of peer support, allowing students to receive help from their peers in a relaxed and relatable setting. This initiative fosters a sense of community and mutual assistance among students, enhancing the learning environment.	measure effectiveness for action 2.5 and will be replaced with metrics 2.4 and 2.7. Metric 2.4: Percentage of students enrolled in a Dual-Enrolled course Metric 2.7: Percent of graduates who met all the (a-g) requirements for admission to a University of California or California State University school.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		Technology for Interventions Incorporating technology solutions such as educational software and apps provides personalized learning experiences and instant feedback for students. These technologies can meet diverse learning needs and styles, making interventions more effective and engaging. School Counselors Academic counselors guide students through their academic challenges, help them set realistic goals, and connect them with appropriate resources and interventions. Counselors also monitor progress and adjust intervention plans as needed, providing ongoing support. By implementing these actions on a District-wide basis, we ensure that all students, regardless of their school or background, receive the support they need to succeed academically and prepare for their future careers.	
2.7	**Action:** Maintain a safe and nurturing campus environment that fosters respect, learning, and well-being for all students **Need:** While the action outlined above benefits all students, data indicates that our English Learners (EL), Foster Youth (FY), and Low-Income (LI) students are begin suspended more than their peers. Therefore, targeted actions are necessary to enhance preventions,	The identified need to enhance the response system to foster a sense of belonging, promote learning, and ensure equity is critical for creating an inclusive and supportive educational environment. The following components address the identified need and why implementing them district-wide is crucial: 1. Restorative Practices: How It Addresses the Needs: Implementing restorative practices such as the Ripple Effects	Metric 2.11: Number/percentage of sites passing the Williams Compliance review (i.e., the facilities are in good repair - as measured by the FIT tool) Metric 2.12: District average attendance rate (Average of all students present percentage)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	equitable outcomes and restorative learning and practices for these groups to improve their interactions and climate on campus. **Scope:** LEA-wide	program helps to cultivate a culture of empathy, respect, and accountability. These practices focus on resolving conflicts and improving relationships through understanding and mutual respect, rather than punishment. By repairing harm and restoring relationships, restorative practices help to strengthen the sense of community and belonging among students. Why District-wide: Implementing restorative practices across all schools ensures a uniform approach to conflict resolution and behavior management. This consistency helps to eliminate disparities in disciplinary actions across the district and promotes a cohesive, supportive educational environment for all students. 2. Discipline Matrix: How It Addresses the Needs: A clear discipline matrix ensures that all students and staff understand the expectations for behavior, the consequences of not meeting these expectations, and the restorative steps taken to address issues. This transparency and consistency in handling disciplinary issues foster fairness and equity in school policies. Why District-wide: District-wide adoption of a standardized discipline matrix guarantees that no matter where a student attends school within the district, they receive the same fair treatment. It also simplifies training and implementation for staff across different schools. 3. Admin Training: How It Addresses the Needs: Training administrators in restorative practices and the application of the discipline matrix equips them	Metric 2.13: Percentage of students who attended school 96% or more of the time Metric 2.14: Percentage of students who were chronically absent (20%+) Metric 2.15: Percent of students suspended one or more times Metric 2.16: Number of students expelled Percentage of students in grades 9-12 reporting that they have experienced harassment or bullying in the past 12 months Metric 2.17: Number of students who complete Restorative Practice Programs Metric 2.24: Percentage of students in grades 9-12 reporting that they have experienced harassment or bullying in the past 12 months

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		with the necessary skills to lead their schools effectively. This training ensures that leaders can manage disciplinary situations judiciously while promoting a safe and nurturing environment conducive to student growth. Why District-wide: Consistent training for administrators across the district promotes a unified leadership approach to student discipline and safety. This alignment helps to ensure that all students experience a supportive educational environment regardless of which school they attend. 4. Classified Training: How It Addresses the Needs: Training classified staff on positive interactions with students and recognizing student needs helps to reinforce a supportive school climate. These staff members often interact frequently with students in less structured settings and can play a pivotal role in maintaining a positive environment. Why District-wide: Providing training for all classified staff ensures that every student-facing employee across the district contributes positively to the school environment. This widespread training is essential for maintaining consistency in the student experience throughout the district. By addressing these needs through district-wide implementation, the proposed actions aim to create a supportive, fair, and equitable learning environment where every student feels valued and has the opportunity to succeed.	
2.11	**Action:** Promote parent Engagement & Communication	The identified need emphasizes the importance of providing comprehensive support for multi-lingual	Metric 2.26: Participation numbers of students on

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Need: Promoting and enhancing engagement among all families, with a special focus on supporting our families who have historically been underrepresented. **Scope:** LEA-wide	learners from enrollment through to graduation, focusing on systems designed for both prevention and intervention. The following actions address this need by enhancing family and student engagement and ensuring effective communication, and their district-wide implementation ensures uniform support across all schools. 1. Parent Engagement: How It Addresses the Needs: Expanding engagement efforts through ELAC & DELAC empowers families of students with exceptional needs by providing platforms for their meaningful participation and feedback. Using tools like surveys and organizing the Family Partnership Council with relevant workshops ensures that parents are well-informed and actively involved in their children's education. Why District-wide: Implementing these engagement strategies across the district ensures that all families, regardless of their geographical location within the district, have equal opportunities to contribute to and influence their children's educational experiences. This district-wide approach helps in building a uniform standard of parental involvement and feedback across all schools. 2. Communication: How It Addresses the Needs: Hosting informational sessions tailored to the community's needs and improving outreach efforts help demystify the educational processes for parents, particularly those new to the school system. Ensuring that all staff are proficient in using	the principal's and supts' advisory Metric 2.27: FPC meeting participation numbers Metric 2.28:PTSA participation numbers Metric 2.29: ELAC participation numbers Metric 2.30: Special Education Family Partnership Meetings participation numbers Internal survey (differentiated by ethnicity, SED, and EL family/guardian participant).

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		language access tools promotes clear and inclusive communication, essential for families of multi-lingual learners. Why District-wide: Consistent communication strategies across the district prevent disparities in information access and ensure that all families, regardless of language barriers, receive the same quality of information and feel equally supported. 3. Technology Workshops: How It Addresses the Needs: Providing technology workshops specifically for newcomer families and students helps bridge the digital divide, making it easier for them to engage with school technologies and online resources. This support is crucial for ensuring that these families do not feel excluded from the educational community due to technological limitations. Why District-wide: Offering these workshops across the district ensures that all newcomer families, regardless of their school assignment, can benefit from the same resources and support, fostering equitable access to technology. 4. Student Engagement: How It Addresses the Needs: Enhancing student involvement in school governance and community engagement initiatives such as Superintendent Advisory, ASB, and PTSA partnerships with organizations like the Latino Parent Organization helps ensure that students have a voice in their education. These roles also encourage active participation from a diverse student body, including multi-lingual learners. Why District-wide: Strengthening these opportunities district-wide ensures that all	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		students, irrespective of their background or school, have the chance to engage meaningfully in their educational environment and contribute to school governance. By addressing these needs through district-wide actions, the school district not only supports the academic success of multi-lingual learners but also ensures their families are engaged and empowered contributors to their educational journey. This holistic approach is essential for fostering an inclusive, supportive, and equitable educational environment.	

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
1.5	**Action:** Encouraging and Supporting Multilingual Learners in the Classroom **Need:** Data indicates that English Learner students are not achieving the same level of academic success as their peers in ELA, Math, and overall A-G performance. EL students require targeted language acquisition supports, dedicated ELD instruction, and post-reclassification monitoring that go beyond what Tier 1 instruction provides for the general	This action is specifically and principally directed at English Learner (EL) students, who require language acquisition supports and specialized instructional scaffolding that go beyond what standard Tier 1 instruction provides for the general student population. The following components are designed exclusively for EL students and would not be appropriate or necessary for students who are already proficient in English. 1. Designated ELD Instruction: How It Addresses the Need: EL students at each proficiency level are enrolled in Designated ELD	Metric 1.13: Percentage of English Learner students taking advanced placement classes Metric 1.14: The percentage of current EL students who progressed at least one ELPI level. Metric 1.15: Percentage of English Learner students reclassified to Fluent

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	student population. Targeted actions are necessary to enhance EL students' access to grade-level academic content and their pathway to reclassification and long-term academic success. **Scope:** Limited to Unduplicated Student Group(s)	courses taught by credentialed ELD teachers using the California ELD Standards. These courses provide explicit, structured language development that is separate from and in addition to grade-level academic instruction. General education students who are already English proficient do not require this supplemental language development course. Why Limited: Designated ELD is a legally required service for EL students under state and federal law. It is inherently targeted, only students who have not yet demonstrated English proficiency qualify for and are placed in these courses based on ELPAC results. 2. RFEP Academic Transition Protocol: How It Addresses the Need: Students who have been reclassified to Fluent English Proficient (RFEP) within the prior two years are monitored through a structured academic transition protocol managed by the ELD Teacher on Special Assignment (TOSA). Each RFEP student receives scheduled check-ins, grade reviews, and referrals to ELD support if performance in any A-G course falls below a C. This protocol addresses the documented risk that RFEP students experience performance declines after reclassification without sustained academic support. Why Limited: RFEP monitoring is a targeted post-reclassification support required for students who have recently transitioned out of EL status. The transition period represents a specific window of academic vulnerability unique to formerly-identified EL students and is not applicable to the general student population.	English Proficient during the school year

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
		3. Long-Term English Learner (LTEL) Targeted Intervention: How It Addresses the Need: Students identified as Long-Term English Learners, those who have been enrolled in U.S. schools for six or more years and have not yet reclassified, receive individualized caseload review and targeted academic and linguistic intervention coordinated by the ELD TOSA. In Year 2, the LTEL percentage increased from 31% back to 34%, signaling that this population requires more intentional, disaggregated intervention planning beyond standard ELD instruction. Why Limited: LTEL identification and intervention planning is a student-specific designation under California law. This intervention is narrowly targeted to the students in this category and is designed to address a pattern of persistent underperformance unique to long-term EL students. 4. ELD Teacher Professional Development: How It Addresses the Need: Teachers assigned to Designated ELD courses, SDAIE sections, and courses with high concentrations of EL students receive specialized professional development in EL instructional strategies, ELPAC preparation, ELD Standards implementation, and language acquisition theory. This targeted PD is distinct from the general Constructing Meaning training provided to all teachers under Action 1.1. Why Limited: While all teachers benefit from language-rich instructional strategies through Action 1.1, the specialized ELD professional development in this action is directed at teachers whose primary or substantial instructional	

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
		assignment involves EL students. The depth and content of this training goes beyond what is needed for general education instruction and is specifically designed to build expertise in serving students with active language development needs.	
2.10	**Action:** Enhance infrastructure and support systems to empower Multi-Language Learners and Newcomers, ensuring their academic success and social integration. **Need:** While the action outlined support or data that indicates that our English Learners (EL), need targets actions and comprehensive support from enrollment through to graduation, utilizing systems designed for both prevention and intervention. This support will also provide their achieve on CAASPP and graduation rate. **Scope:** Limited to Unduplicated Student Group(s)	This action is specifically and principally directed at English Learner students, Newcomer students, and their families, who face a distinct set of enrollment, language, cultural, and systemic barriers that the general student population does not experience. Each component below is targeted to address needs that arise specifically from the experience of being a new arrival or active English Learner in a U.S. high school, and would not be relevant or necessary for students who are already English proficient and familiar with the American school system. 1. Newcomer Support and Enrollment Process: How It Addresses the Need: Newcomer students (those newly arrived to the United States or to U.S. schools) face acute logistical, linguistic, and cultural barriers when enrolling in a new school system. A dedicated enrollment liaison guides Newcomer families through the intake process, connects them with essential services from their first day, and provides orientation to school expectations, rights, and available supports. This immediate, individualized support is designed to reduce the isolation and confusion that commonly accompanies the Newcomer experience. Why Limited: This service is targeted exclusively to students newly arriving to the district who have limited prior experience with U.S. school systems. General enrollment support for continuing students who are already familiar with district processes	Metric 2.29: ELAC participation numbers Metric 2.7: Percent of graduates who met all the (a-g) requirements for admission to a University of California or California State University school Work with the Family Partnership Council to track and monitor participants' attendance and participation to maintain our unduplicated students' parents/guardians. Metric 2.27

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
		does not require this level of individualized language and cultural onboarding. 2. Newcomer Academy and Curriculum Integration: How It Addresses the Need: Newcomer students are enrolled in the Newcomer Academy at Mountain View High School, which provides a structured sequence of Designated ELD courses, an Academic Support orientation class covering U.S. school culture and expectations, and integrated ELD instruction in core content areas. Students also receive social-emotional curriculum that addresses the particular stressors associated with immigration and cultural transition, including trauma-informed support where appropriate. Why Limited: The Newcomer Academy course sequence is designed specifically for students who have no or limited prior exposure to U.S. academic expectations, language norms, and school culture. This curriculum is not appropriate for or needed by students who are already proficient in English or who have been educated in U.S. schools throughout their academic careers. 3. Opportunities to Collaborate with English-Speaking Peers: How It Addresses the Need: Structured opportunities are created for MLL students to interact with English-speaking peers through intentional buddy systems and collaborative academic projects. These interactions are facilitated and monitored by ELD staff to ensure that they are linguistically accessible and socially supportive for MLL students who may otherwise	

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
		self-isolate due to language barriers or cultural unfamiliarity. Why Limited: While peer collaboration is a feature of many general education programs, the facilitated and structured nature of this support, specifically designed to bridge language and cultural gaps, is a distinct service for MLL students. General peer collaboration in standard classrooms does not include the ELD staff facilitation, language scaffolding, or intentional cross-linguistic pairing that makes this component effective for MLL students. 4. Culturally Inclusive Classroom Practices for MLL Students: How It Addresses the Need: Teachers serving MLL students receive targeted training in cultural competence specific to the communities represented in MVLA's EL population, including strategies for validating students' home languages, incorporating culturally relevant content, and creating classroom environments where MLL students feel recognized and academically safe. The ELD TOSA supports implementation of these practices through observation and coaching cycles focused on MLL-serving classrooms. Why Limited: This targeted training and coaching is directed at teachers with active EL caseloads and is calibrated to the specific cultural and linguistic backgrounds of MVLA's MLL student population. It is distinct from the general culturally responsive teaching practices addressed in Action 1.1 and goes deeper into the linguistic and identity needs specific to students whose home language is not English.	

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
		5. ELAC and DELAC Participation and Family Engagement: How It Addresses the Need: ELAC and DELAC are statutory advisory bodies serving the families of English Learner students specifically. The district supports robust ELAC and DELAC participation by providing bilingual facilitation, translated materials, and structured guidance for parent representatives to advise meaningfully on EL program design and services. Parent engagement through these bodies is legally required for EL families and gives them a formal voice in decisions about the programs their children receive. Why Limited: ELAC and DELAC are EL-specific governance bodies established under state law (Education Code §52176). Participation, facilitation, and family support for these bodies is inherently targeted to EL families. This service is not available to or intended for families of students who do not have EL status. 6. MLL Handbooks, Family Roadmap, and Guidance Resources: How It Addresses the Need: Comprehensive handbooks and a Family Roadmap are developed in multiple languages to guide MLL students and their families through ELD program pathways, reclassification criteria, A-G requirements, and key annual decision points. These resources translate complex district systems into accessible, language-appropriate formats specifically designed for families who are navigating the American school system without prior familiarity with its structures, expectations, or timelines.	

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
		Why Limited: These resources are created specifically for EL families and Newcomer families who face language and systemic access barriers that families of English-proficient students do not encounter in the same way. Producing and distributing these materials addresses a specific equity gap in information access unique to the MLL community. General family communications under Action 2.11 serve the broader parent community; this action fills the gap for families who need language-differentiated, culturally adapted guidance.	

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

MVLA has no actions that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds.

Additional Concentration Grant Funding

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

N/A

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	N/A	N/A

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of certificated staff providing direct services to students	N/A	N/A

2026-27 Total Planned Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	$61,953,601	$2,163,499	3.492%	0.000%	3.492%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$11,074,994.00	$203,589.00	$0.00	$666,799.00	$11,945,382.00	$11,092,915.00	$852,467.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Implementing consistent Tier 1 instructional practices across all classrooms.	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2026-2027	$330,000.00	$10,000.00	$280,000.00	$50,000.00		$10,000.00	$340,000.00	0.000%
1	1.2	Action is being removed: Strengthen relational capacity.						2026-2027	$0.00	$0.00	$0.00				$0.00	0.000%
1	1.3	Empower teachers to create aligned, standards-based, culturally responsive curriculum	All	No			All Schools	2026-2027	$125,000.00	$50,000.00	$125,000.00	$50,000.00			$175,000.00	0.000%
1	1.4	Encouraging and Supporting Students with Special Needs in the Classroom	Students with Disabilities	No			All Schools	2026-2027	$2,000,000.00	$8,000.00	$2,000,000.00			$8,000.00	$2,008,000.00	0.000%
1	1.5	Encouraging and Supporting Multilingual Learners in the Classroom	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	2026-2027	$1,000,000.00	$50,000.00	$1,000,000.00			$50,000.00	$1,050,000.00	0.000%
1	1.6	Promote Student and Parent Engagement & Communication	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2026-2027	$0.00	$23,000.00	$23,000.00				$23,000.00	0.000%
2	2.1	Academic and Career Counseling	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2026-2027	$0.00	$35,000.00	$35,000.00				$35,000.00	0.000%
2	2.2	Build High School Extended Learning Program that empowers students with real-world skills, broadens their horizons through experiential learning opportunities, and prepares them for high school, college and career success through diverse and	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2026-2027	$80,000.00	$126,500.00	$80,000.00			$126,500.00	$206,500.00	0.000%

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
		engaging learning opportunities.														
2	**2.3**	Strengthen our Collaborations with College and Career Partners	All	No			All Schools	2026-2027	$0.00	$15,000.00	$15,000.00				$15,000.00	0.000%
2	**2.4**	Ensure every student graduates equipped with the qualifications, skills, and knowledge to pursue a wide range of post-secondary options successfully	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2026-2027	$697,280.00	$0.00	$697,280.00				$697,280.00	0.000%
2	**2.5**	Improve and expand Intervention Services to provide targeted support for students facing academic challenges, ensuring their success and academic growth	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2026-2027	$0.00	$235,000.00	$131,411.00	$103,589.00			$235,000.00	0.000%
2	**2.6**	Ensure equitable access to streamlined and safe technology for all students, enhancing their learning experience and digital literacy	All	No			All Schools	2026-2027	$0.00	$196,470.00	$196,470.00				$196,470.00	0.000%
2	**2.7**	Maintain a safe and nurturing campus environment that fosters respect, learning, and well-being for all students	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2026-2027	$0.00	$24,000.00	$24,000.00				$24,000.00	0.000%
2	**2.8**	Enhance and expand the infrastructure of School Based Mental Health and Wellness Services to support every student's emotional and well-being	All	No			All Schools	2026-2027	$2,499,588.00	$31,888.00	$2,069,177.00			$462,299.00	$2,531,476.00	0.000%
2	**2.9**	Enhance and expand School Based Mental Health and Wellness Services programming to support every student's emotional and well-being	All	No			All Schools	2026-2027	$0.00	$9,609.00	$9,609.00				$9,609.00	0.000%
2	**2.10**	Enhance infrastructure and support systems to empower Multi-Language Learners and Newcomers, ensuring their academic success and social integration.	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	2026-2027	$500,000.00	$10,000.00	$500,000.00			$10,000.00	$510,000.00	0.000%
2	**2.11**	Promote parent Engagement & Communication	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2026-2027	$326,532.00	$3,000.00	$329,532.00				$329,532.00	0.000%
2	**2.12**	Enhance the Career and Technical Education (CTE) Program	All	No			All Schools	2026-2027	$3,534,515.00	$0.00	$3,534,515.00				$3,534,515.00	0.000%
2	**2.13**	Define and enhance special education programs and processes to ensure positive student outcomes	Students with Disabilities	No			All Schools	2026-2027	$0.00	$25,000.00	$25,000.00				$25,000.00	0.000%

2026-27 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
$61,953,601	$2,163,499	3.492%	0.000%	3.492%	$3,100,223.00	0.000%	5.004 %	**Total:**	$3,100,223.00
								LEA-wide Total:	$1,600,223.00
								Limited Total:	$1,500,000.00
								Schoolwide Total:	$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	**1.1**	Implementing consistent Tier 1 instructional practices across all classrooms.	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$280,000.00	0.000%
1	**1.5**	Encouraging and Supporting Multilingual Learners in the Classroom	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$1,000,000.00	0.000%
1	**1.6**	Promote Student and Parent Engagement & Communication	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$23,000.00	0.000%
2	**2.1**	Academic and Career Counseling	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$35,000.00	0.000%
2	**2.2**	Build High School Extended Learning Program that empowers students with real-world skills, broadens their horizons through experiential learning opportunities, and prepares them for high school,	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$80,000.00	0.000%

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
		college and career success through diverse and engaging learning opportunities.						
2	**2.4**	Ensure every student graduates equipped with the qualifications, skills, and knowledge to pursue a wide range of post-secondary options successfully	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$697,280.00	0.000%
2	**2.5**	Improve and expand Intervention Services to provide targeted support for students facing academic challenges, ensuring their success and academic growth	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$131,411.00	0.000%
2	**2.7**	Maintain a safe and nurturing campus environment that fosters respect, learning, and well-being for all students	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$24,000.00	0.000%
2	**2.10**	Enhance infrastructure and support systems to empower Multi-Language Learners and Newcomers, ensuring their academic success and social integration.	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$500,000.00	0.000%
2	**2.11**	Promote parent Engagement & Communication	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$329,532.00	0.000%

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$11,940,708.00	$11,641,163.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	**1.1**	Implementing consistent Tier 1 instructional practices across all classrooms.	Yes	$340,000.00	$421,922
1	**1.2**	Action is being removed: Strengthen relational capacity.		$0.00	$0.00
1	**1.3**	Empower teachers to create aligned, standards-based, culturally responsive curriculum	No	$175,000.00	$228,239
1	**1.4**	Encouraging and Supporting Students with Special Needs in the Classroom	No	$2,008,000.00	$2,331,548
1	**1.5**	Encouraging and Supporting Multilingual Learners in the Classroom	Yes	$1,050,000.00	$1,162,838
1	**1.6**	Promote Student and Parent Engagement & Communication	Yes	$23,000.00	$18,708
2	**2.1**	Academic and Career Counseling	Yes	$35,000.00	$31,339
2	**2.2**	Build High School Extended Learning Program that empowers students with real-world skills, broadens their horizons through experiential learning opportunities, and prepares them for high school, college and career success through diverse and engaging learning opportunities.	Yes	$206,500.00	$107,751
2	**2.3**	Strengthen our Collaborations with College and Career Partners	No	$15,000.00	$0

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.4	Ensure every student graduates equipped with the qualifications, skills, and knowledge to pursue a wide range of post-secondary options successfully	Yes	$697,280.00	$903,686
2	2.5	Improve and expand Intervention Services to provide targeted support for students facing academic challenges, ensuring their success and academic growth	Yes	$235,000.00	$100,376
2	2.6	Ensure equitable access to streamlined and safe technology for all students, enhancing their learning experience and digital literacy	No	$196,470.00	$76,205
2	2.7	Maintain a safe and nurturing campus environment that fosters respect, learning, and well-being for all students	Yes	$19,326.00	$23,788
2	2.8	Enhance and expand School Based Mental Health and Wellness Services programming to support every student's emotional and well-being	No	$2,531,476.00	$1,397,777
2	2.9	Enhance and expand School Based Mental Health and Wellness Services programming to support every student's emotional and well-being	No	$9,609.00	$9,600
2	2.10	Enhance infrastructure and support systems to empower Multi-Language Learners and Newcomers, ensuring their academic success and social integration.	Yes	$510,000.00	$450,649
2	2.11	Promote parent Engagement & Communication	Yes	$329,532.00	$278,675

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	**2.12**	Expand and Enhance the Career and Technical Education (CTE) Program	No	$3,534,515.00	$4,097,546
2	**2.13**	Define and enhance special education programs and processes to ensure positive student outcomes	No	$25,000.00	$516

2025-26 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
2,045,896.00	$3,249,138.00	$3,401,980.00	($152,842.00)	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1	Implementing consistent Tier 1 instructional practices across all classrooms.	Yes	$330,000.00	$411,922	0.0%	0.0%
1	1.5	Encouraging and Supporting Multilingual Learners in the Classroom	Yes	$1,000,000.00	$1,112,838	0.0%	0.0%
1	1.6	Promote Student and Parent Engagement & Communication	Yes	$23,000.00	$18,708	0.0%	0.0%
2	2.1	Academic and Career Counseling	Yes	$35,000.00	$31,339	0.0%	0.0%
2	2.2	Build High School Extended Learning Program that empowers students with real-world skills, broadens their horizons through experiential learning opportunities, and prepares them for high school, college and career success through diverse and engaging learning opportunities.	Yes	$80,000.00	$80,000	0.0%	0.0%
2	2.4	Ensure every student graduates equipped with the qualifications, skills, and knowledge to pursue a wide range of post-secondary options successfully	Yes	$697,280.00	$903,685	0.0%	0.0%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
2	**2.5**	Improve and expand Intervention Services to provide targeted support for students facing academic challenges, ensuring their success and academic growth	Yes	$235,000.00	$100,376	0.0%	0.0%
2	**2.7**	Maintain a safe and nurturing campus environment that fosters respect, learning, and well-being for all students	Yes	$19,326.00	$23,788	0.0%	0.0%
2	**2.10**	Enhance infrastructure and support systems to empower Multi-Language Learners and Newcomers, ensuring their academic success and social integration.	Yes	$500,000.00	$440,649	0.0%	0.0%
2	**2.11**	Promote parent Engagement & Communication	Yes	$329,532.00	$278,675	0.0%	0.0%

2025-26 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
59,612,434	2,045,896.00	0	3.432%	$3,401,980.00	0.000%	5.707%	$0.00	0.000%

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

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 Local Control and Accountability Plan (LCAP) template, please contact the local county office of education (COE), or the California Department of Education's (CDE's) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at LCFF@cde.ca.gov.

Introduction and Instructions

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

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

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (California Education Code [EC] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.

- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (EC Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.

- **Accountability and Compliance:** The LCAP serves an important accountability function because the nature of some LCAP template sections 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, including long-term English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC Section 52064[b][4-6]).

    - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC sections 52064[b][1] and [2]).

        - **NOTE:** As specified in EC Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to EC Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, EC

Section 52052 identifies long-term English learners as a separate and distinct pupil subgroup with a numerical significance at 15 students.

- Annually reviewing and updating the LCAP to reflect progress toward the goals (EC Section 52064[b][7]).
- Ensuring that all increases attributable to supplemental and concentration grant calculations, including concentration grant add-on funding and/or LCFF carryover, are reflected in the LCAP (EC sections 52064[b][6], [8], and [11]).

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 must: (a) reflect comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (Dashboard), (b) through meaningful engagement with educational partners that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a tool for engaging educational partners.

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

The revised LCAP template for the 2024–25, 2025–26, and 2026–27 school years reflects statutory changes made through Senate Bill 114 (Committee on Budget and Fiscal Review), Chapter 48, Statutes of 2023 and Senate Bill 153, Chapter 38, Statues of 2024.

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

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

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

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

These instructions address the requirements for each section of the LCAP but may include information about effective practices when developing the LCAP and completing the LCAP document. Additionally, the beginning of each template section includes information emphasizing the purpose that 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 present a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included throughout each subsequent section of the LCAP.

Requirements and Instructions

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA. LEAs may also provide information about their strategic plan, vision, etc.

Briefly describe the LEA, its schools, and its students in grades TK–12, as applicable to the LEA.

- For example, information about an LEA in terms of geography, enrollment, employment, the number and size of specific schools, recent community challenges, and other such information the LEA may wish to include can enable a reader to more fully understand the LEA's LCAP.
- LEAs may also provide information about their strategic plan, vision, etc.
- As part of this response, identify all schools within the LEA receiving Equity Multiplier funding.

Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

Reflect on the LEA's annual performance on the Dashboard and local data. This may include both successes and challenges identified by the LEA during the development process.

LEAs are encouraged to highlight how they are addressing the identified needs of student groups, and/or schools within the LCAP as part of this response.

As part of this response, the LEA must identify the following, which will remain unchanged during the three-year LCAP cycle:

- Any school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard;
- Any student group within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard; and/or
- Any student group within a school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard.

EC Section 52064.4 requires that an LEA that has unexpended Learning Recovery Emergency Block Grant (LREBG) funds must include one or more actions funded with LREBG funds within the 2026-27, 2026-27 and 2027-28 LCAPs, as applicable to the LEA. To implement the requirements of *EC* Section 52064.4, all LEAs must do the following:

- For the 2025–26, 2026–27, and 2027–28 LCAP years, identify whether or not the LEA has unexpended LREBG funds for the applicable LCAP year.
    - If the LEA has unexpended LREBG funds the LEA must provide the following:
        - The goal and action number for each action that will be funded, either in whole or in part, with LREBG funds; and
        - An explanation of the rationale for selecting each action funded with LREBG funds. This explanation must include:
            - An explanation of how the action is aligned with the allowable uses of funds identified in *EC* Section 32526(c)(2); and
            - An explanation of how the action is expected to address the area(s) of need of students and schools identified in the needs assessment required by *EC* Section 32526(d).
                - For information related to the allowable uses of funds and the required needs assessment, please see the Program Information tab on the LREBG Program Information web page.
            - Actions may be grouped together for purposes of these explanations.
            - The LEA may provide these explanations as part of the action description rather than as part of the Reflections: Annual Performance.
    - If the LEA does not have unexpended LREBG funds, the LEA is not required to conduct the needs assessment required by *EC* Section 32627(d), to provide the information identified above or to include actions funded with LREBG funds within the 2026-27, 2026-27 and 2027-28 LCAPs.

Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

Annually identify the reason(s) the LEA is eligible for or has requested technical assistance consistent with EC sections 47607.3, 52071, 52071.5, 52072, or 52072.5, and provide a summary of the work underway as part of receiving technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance, however this also includes LEAs that have requested technical assistance from their COE.

- If the LEA is not eligible for or receiving technical assistance, the LEA may respond to this prompt as “Not Applicable.”

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

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

- Identify the schools within the LEA that have been identified for CSI.

Support for Identified Schools

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

- 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

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

- Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Engaging Educational Partners

Purpose

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

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

Requirements

Requirements

School districts and COEs: *EC* Section 52060(g) and *EC* Section 52066(g) specify the educational partners that must be consulted when developing the LCAP:

- Teachers,

- Principals,
- Administrators,
- Other school personnel,
- Local bargaining units of the LEA,
- Parents, and
- Students

A school district or COE receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Before adopting the LCAP, school districts and COEs must share it with the applicable committees, as identified below under Requirements and Instructions. 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.

Charter schools: *EC* Section 47606.5(d) requires that the following educational partners be consulted with when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Parents, and
- Students

A charter school receiving Equity Multiplier funds must also consult with educational partners at the school generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for the school.

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. Information and resources that support effective engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the CDE's LCAP webpage.

Before the governing board/body of an LEA considers the adoption of the LCAP, the LEA must meet the following legal requirements:

- For school districts, see *Education Code* Section 52062;
    - **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).
- For COEs, see *Education Code* Section 52068; and
- For charter schools, see *Education Code* Section 47606.5.

- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

Instructions

Respond to the prompts as follows:

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Complete the table as follows:

Educational Partners

Identify the applicable educational partner(s) or group(s) that were engaged in the development of the LCAP.

Process for Engagement

Describe the engagement process used by the LEA to involve the identified educational partner(s) in the development of the LCAP. At a minimum, the LEA must describe how it met its obligation to consult with all statutorily required educational partners, as applicable to the type of LEA.

- A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.

- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

Describe any goals, metrics, actions, or budgeted expenditures in the LCAP that were influenced by or developed in response to the educational partner feedback.

- A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP.

- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.

- For the purposes of this prompt, this may also include, but is 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 target outcome on one or more metrics
    - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
    - Inclusion of action(s) or a group of actions
    - Elimination of action(s) or group of actions
    - Changes to the level of proposed expenditures for one or more actions
    - Inclusion of action(s) as contributing to increased or improved services for unduplicated students
    - Analysis of effectiveness of the specific actions to achieve the goal
    - Analysis of material differences in expenditures
    - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
    - Analysis of challenges or successes in the implementation of actions

Goals and Actions

Purpose

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

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

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs must 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. As previously stated, strategic planning that

is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

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.
    - All Equity Multiplier goals must be developed as focus goals. For additional information, see Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding below.
- 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.

Requirement to Address the LCFF State Priorities

At a minimum, the LCAP must address all LCFF priorities and associated metrics articulated in *EC* sections 52060(d) and 52066(d), as applicable to the LEA. The *LCFF State Priorities Summary* provides a summary of *EC* sections 52060(d) and 52066(d) to aid in the development of the LCAP.

Respond to the following prompts, as applicable:

Focus Goal(s)

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.

Type of Goal

Identify the type of goal being implemented as a Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.
- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding

Description

LEAs receiving Equity Multiplier funding must include one or more focus goals for each school generating Equity Multiplier funding. In addition to addressing the focus goal requirements described above, LEAs must adhere to the following requirements.

Focus goals for Equity Multiplier schoolsites must address the following:

(A) All student groups that have the lowest performance level on one or more state indicators on the Dashboard, and

(B) Any underlying issues in the credentialing, subject matter preparation, and retention of the school's educators, if applicable.

- Focus Goals for each and every Equity Multiplier schoolsite must identify specific metrics for each identified student group, as applicable.
- An LEA may create a single goal for multiple Equity Multiplier schoolsites if those schoolsites have the same student group(s) performing at the lowest performance level on one or more state indicators on the Dashboard or, experience similar issues in the credentialing, subject matter preparation, and retention of the school's educators.
    - When creating a single goal for multiple Equity Multiplier schoolsites, the goal must identify the student groups and the performance levels on the Dashboard that the Focus Goal is addressing; or,
    - The common issues the schoolsites are experiencing in credentialing, subject matter preparation, and retention of the school's educators, if applicable.

Type of Goal

Identify the type of goal being implemented as an Equity Multiplier Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.
- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.
- In addition to this information, the LEA must also identify:
    - The school or schools to which the goal applies

LEAs are encouraged to approach an Equity Multiplier goal from a wholistic standpoint, considering how the goal might maximize student outcomes through the use of LCFF and other funding in addition to Equity Multiplier funds.

- Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the Expanded Learning Opportunities Program (ELO-P), the Literacy Coaches and Reading Specialists (LCRS) Grant Program, and/or the California Community Schools Partnership Program (CCSPP).
- This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

Note: *EC* Section 42238.024(b)(1) requires that Equity Multiplier funds be used for the provision of evidence-based services and supports for students. Evidence-based services and supports are based on objective evidence that has informed the design of the service or support and/or guides the modification of those services and supports. Evidence-based supports and strategies are most commonly based on educational research and/or metrics of LEA, school, and/or student performance.

Broad 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.

Type of Goal

Identify the type of goal being implemented as a Broad Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An 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

Description

Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP.

- Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP.
- The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with educational partners, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Type of Goal

Identify the type of goal being implemented as a Maintenance of Progress Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An 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 must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.

- 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 local indicator self-reflection tools within the Dashboard.

- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.

    - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

- **Required metrics for Equity Multiplier goals**: For each Equity Multiplier goal, the LEA must identify:

    - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or

    - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.

- **Required metrics for actions supported by LREBG funds**: To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include at least one metric to monitor the impact of each action funded with LREBG funds included in the goal.

    - The metrics being used to monitor the impact of each action funded with LREBG funds are not required to be new metrics; they may be metrics that are already being used to measure progress towards goals and actions included in the LCAP.

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

- Identify the standard of measure being used to determine progress towards the goal and/or to measure the effectiveness of one or more actions associated with the goal.

Baseline

- Enter the baseline when completing the LCAP for 2024–25.
    - Use the most recent data associated with the 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 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (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.
    - Indicate the school year to which the baseline data applies.
    - The baseline data must remain unchanged throughout the three-year LCAP.
        - This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.
        - If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.
    - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

Year 1 Outcome

- When completing the LCAP for 2025–26, enter the most recent data available. Indicate the school year to which the data applies.
    - Note for Charter Schools: Charter schools developing a one-year LCAP may provide the Year 1 Outcome when completing the LCAP for both 2025–26 and 2026–27 or may provide the Year 1 Outcome for 2025–26 and provide the Year 2 Outcome for 2026–27.

Year 2 Outcome

- When completing the LCAP for 2026–27, enter the most recent data available. Indicate the school year to which the data applies.

- Note for Charter Schools: Charter schools developing a one-year LCAP may identify the Year 2 Outcome as not applicable when completing the LCAP for 2026–27 or may provide the Year 2 Outcome for 2026–27.

Target for Year 3 Outcome

- When completing the first year of the LCAP, enter the target outcome for the relevant metric the LEA expects to achieve by the end of the three-year LCAP cycle.
    - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a Target for Year 1 or Target for Year 2, as applicable.

Current Difference from Baseline

- When completing the LCAP for 2025–26 and 2026–27, enter the current difference between the baseline and the yearly outcome, as applicable.
    - Note for Charter Schools: Charter schools developing a one- or two-year LCAP will identify the current difference between the baseline and the yearly outcome for Year 1 and/or the current difference between the baseline and the yearly outcome for Year 2, as applicable.

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

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2025–26**. Leave blank until then.	Enter information in this box when completing the LCAP for **2026–27**. Leave blank until then.	Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2025–26** and **2026–27**. Leave blank until then.

Goal Analysis:

Enter the LCAP Year.

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective towards achieving the goal. "Effective" means the degree to which the planned actions were successful in producing the target result. Respond to the prompts as instructed.

Note: When completing the 2024–25 LCAP, use the 2023–24 Local Control and Accountability Plan Annual Update template to complete the Goal Analysis and identify the Goal Analysis prompts in the 2024–25 LCAP as "Not Applicable."

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

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

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

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

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

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

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

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

- The reasons for the ineffectiveness, and
- How changes to the action will result in a new or strengthened approach.

Actions:

Complete the table as follows. Add additional rows as necessary.

Action #

- Enter the action number.

Title

- Provide a short title for the action. This title will also appear in the action tables.

Description

- Provide a brief description of the action.
    - For actions that contribute to meeting the increased or improved services requirement, the LEA may include an explanation of how each action is principally directed towards and effective in meeting the LEA's goals for unduplicated students, as described in the instructions for the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.
    - As previously noted, for each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
    - These required metrics may be identified within the action description or the first prompt in the increased or improved services section; however, the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

Total Funds

- Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the action tables.

Contributing

- Indicate whether the action contributes to meeting the increased 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 contributing action, the LEA will need to provide additional information in the Increased or Improved Services section to address the requirements in *California Code of Regulations*, Title 5 [5 *CCR*] Section 15496 in the Increased or Improved Services section of the LCAP.

***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.

Required Actions

For English Learners and Long-Term English Learners

- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:
    - Language acquisition programs, as defined in *EC* Section 306, provided to students, and
    - Professional development for teachers.
    - If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.

For Technical Assistance

- LEAs eligible for technical assistance pursuant to *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, must include specific actions within the LCAP related to its implementation of the work underway as part of technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance.

For Lowest Performing Dashboard Indicators

- LEAs that have Red Dashboard indicators for (1) a school within the LEA, (2) a student group within the LEA, and/or (3) a student group within any school within the LEA must include one or more specific actions within the LCAP:
    - The specific action(s) must be directed towards the identified student group(s) and/or school(s) and must address the identified state indicator(s) for which the student group or school received the lowest performance level on the 2023 Dashboard. Each student group and/or school that receives the lowest performance level on the 2023 Dashboard must be addressed by one or more actions.
    - These required actions will be effective for the three-year LCAP cycle.

For LEAs With Unexpended LREBG Funds

- To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include one or more actions supported with LREBG funds within the 2025–26, 2026–27, and 2027–28 LCAPs, as applicable to the LEA. Actions funded with LREBG funds must remain in the LCAP until the LEA has expended the remainder of its LREBG funds, after which time the actions may be removed from the LCAP.
    - Prior to identifying the actions included in the LCAP the LEA is required to conduct a needs assessment pursuant to *EC* Section 32526(d). For information related to the required needs assessment please see the Program Information tab on the LREBG

Program Information web page. Additional information about the needs assessment and evidence-based resources for the LREBG may be found on the California Statewide System of Support LREBG Resources web page. The required LREBG needs assessment may be part of the LEAs regular needs assessment for the LCAP if it meets the requirements of *EC* Section 32627(d).

- School districts receiving technical assistance and COEs providing technical assistance are encouraged to use the technical assistance process to support the school district in conducting the required needs assessment, the selection of actions funded by the LREBG and/or the evaluation of implementation of the actions required as part of the LCAP annual update process.
- As a reminder, LREBG funds must be used to implement one or more of the purposes articulated in *EC* Section 32526(c)(2).
- LEAs with unexpended LREBG funds must include one or more actions supported by LREBG funds within the LCAP. For each action supported by LREBG funding the action description must:
  - Identify the action as an LREBG action;
  - Include an explanation of how research supports the selected action;
  - Identify the metric(s) being used to monitor the impact of the action; and
  - Identify the amount of LREBG funds being used to support the action.

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

Purpose

A well-written Increased or Improved Services section provides educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students as defined in *EC* Section 42238.02 in grades TK–12 as compared to all students in grades TK–12, as applicable, and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of educational partners to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

Please Note: For the purpose of meeting the Increased or Improved Services requirement and consistent with *EC* Section 42238.02, long-term English learners are included in the English learner student group.

Statutory Requirements

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC*

Section 52064[b][8][B]; 5 *CCR* Section 15496[a]). This proportionality percentage is also known as the "minimum proportionality percentage" or "MPP." The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

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 identified in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided across the entire LEA (LEA-wide action), provided to an entire school (Schoolwide action), or solely provided to one or more unduplicated student group(s) (Limited action).

Therefore, for *any* action contributing to meet the increased or improved services requirement, the LEA must include an explanation of:

- How the action is increasing or improving services for the unduplicated student group(s) (Identified Needs and Action Design), and
- How the action meets the LEA's goals for its unduplicated pupils in the state and any local priority areas (Measurement of Effectiveness).

LEA-wide and Schoolwide Actions

In addition to the above required explanations, LEAs must provide a justification for why an LEA-wide or Schoolwide action is being provided to all students and how the action is intended to improve outcomes for unduplicated student group(s) as compared to all 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 increased or improved services standard because enrolling students is not the same as serving students.

For School Districts Only

Actions provided on an **LEA-wide** basis at **school districts with an unduplicated pupil percentage of less than 55 percent** must also include a description of how the actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions provided on a **Schoolwide** basis for **schools with less than 40 percent enrollment of unduplicated pupils** must also include a description of how these actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

- Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of foster youth, English learner, and low-income students. This amount includes the Additional 15 percent LCFF Concentration Grant.

Projected Additional 15 percent LCFF Concentration Grant

- Specify the amount of additional LCFF concentration grant add-on funding, as described in *EC* Section 42238.02, that the LEA estimates it will receive in the coming year.

Projected Percentage to Increase or Improve Services for the Coming School Year

- Specify the estimated percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 *CCR* Section 15496(a)(7).

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

Total Percentage to Increase or Improve Services for the Coming School Year

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

Required Descriptions:

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

If the LEA has provided this required description in the Action Descriptions, state as such within the table.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed.

An LEA demonstrates how an action is principally directed towards an unduplicated student group(s) when the LEA explains the need(s), condition(s), or circumstance(s) of the unduplicated student group(s) identified through a needs assessment and how the action addresses them. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis

Provide an explanation of how the action as designed will address the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed and the rationale for why the action is being provided on an LEA-wide or schoolwide basis.

- As stated above, 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 increased or improved services standard because enrolling students is not the same as serving students.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

Note for COEs and Charter Schools: In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

If the LEA has provided the required descriptions in the Action Descriptions, state as such.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique need(s) of the unduplicated student group(s) being served identified through the LEA's needs assessment. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s)

Provide an explanation of how the action is designed to address the unique identified need(s) of the unduplicated student group(s) being served.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

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

- For each action with an identified Planned Percentage of Improved Services, identify the goal and action number and describe the methodology that was used.

- When identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

- For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, the LEA estimates would cost $165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of $165,000 by the amount of LCFF Funding identified in the Total Planned Expenditures Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.

    - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.

    - The staff-to-student ratio must be based on the number of full-time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.

- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.

    - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.

    - The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

Action Tables

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

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

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

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2024–25 LCAP, 2024–25 will be the coming LCAP Year and 2023–24 will be the current LCAP Year.

Total Planned Expenditures Table

In the Total Planned Expenditures Table, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year**: Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant**: Provide the total amount estimated LCFF entitlement for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs.

  See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.
- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 *CCR* Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover —

Percentage. ***This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.***

- **Goal #**: Enter the LCAP Goal number for the action.
- **Action #**: Enter the action's number as indicated in the LCAP Goal.
- **Action Title**: Provide a title of the action.
- **Student Group(s)**: Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.
- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services requirement; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services requirement.
- If "Yes" is entered into the Contributing column, then complete the following columns:
    - **Scope**: The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
    - **Unduplicated Student Group(s)**: Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
    - **Location**: Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools." If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans." Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.
- **Time Span**: Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year," or "2 Years," or "6 Months."
- **Total Personnel**: Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel**: This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.

- **LCFF Funds**: Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
    - **Note:** For an action to contribute towards meeting the increased or improved services requirement, it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds**: Enter the total amount of Other State Funds utilized to implement this action, if any.
    - **Note:** Equity Multiplier funds must be included in the "Other State Funds" category, not in the "LCFF Funds" category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA's LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.
- **Local Funds**: Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds**: Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds**: This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services**: For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.
    - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

      For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, the LEA estimates would cost $165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of $165,000 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated based on the number and concentration of unduplicated students in the current school year.
- **Estimated Actual Expenditures for Contributing Actions**: Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.
- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).
    - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been $169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of $169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant**: Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program,

the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 *CCR* Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

Calculations in the Action Tables

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

Contributing Actions Table

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
    - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column.
- **5. Total Planned Percentage of Improved Services**
    - This percentage is the total of the Planned Percentage of Improved Services column.
- **Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)**
    - This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

Contributing Actions Annual Update Table

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

- **6. Estimated Actual LCFF Supplemental and Concentration Grants**

- This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on the number and concentration of unduplicated students in the current school year.

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
  - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).
- **7. Total Estimated Actual Expenditures for Contributing Actions**
  - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).
- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**
  - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).
- **5. Total Planned Percentage of Improved Services (%)**
  - This amount is the total of the Planned Percentage of Improved Services column.
- **8. Total Estimated Actual Percentage of Improved Services (%)**
  - This amount is the total of the Estimated Actual Percentage of Improved Services column.
- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**
  - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

LCFF Carryover Table

- **10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 plus Carryover %)**
  - This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.
- **11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)**
  - This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).
- **12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)**

- If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

  The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.

- **13. LCFF Carryover — Percentage (12 divided by 9)**

  - This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

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