Local Control 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 Montessori Charter School	Tanya Newell Principal / Head of School	tnewell@vesd.net (760) 843-3303

Plan Summary [2021-22]

General Information

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

Mountain View Montessori Charter School (MVMCS) is a dependent charter within Victor Elementary School District (VESD), established in 2000. The mission of Mountain View Montessori Charter School is to provide a child--centered learning environment consistent with Dr. Maria Montessori's vision for students in transitional kindergarten through the sixth grade. MVMCS, serving up to 240 students in transitional kindergarten through sixth grade, brings Dr. Montessori's approach alive through the integration of diverse academic domains into a coherent curriculum. On a daily basis, MVMCS students encounter many opportunities to develop a more comprehensive understanding of the world around them and their place in this world. Moreover, the school provides individualized education in a multiage classroom environment. The elementary program provides the students with two crucial components: an environment that offers individualized intellectual stimulation and excitement for learning with a firm grounding in the academic concepts necessary to meet one's fullest potential in individual and state competency tests. Across the curriculum for each grade, MVMCS emphasizes "real-life" learning experiences and exposure to new concepts and diverse cultures. To support these experiences, MVMCS dedicates resources each year for field trips, independent learning opportunities, and parent participation.

Victor Elementary School District (VESD), MVMCS's authorizer, was established in 1896, starting as a one--room school house located in the high desert region of San Bernardino County. VESD is now comprised of 18 schools, including two charter schools, serving over 12,000 students in grades transitional kindergarten through sixth grade. VESD's Visionary Mission Statement is: VESD is committed to inspiring purposeful learners who create their futures with confidence, curiosity, innovation, and integrity through engaging learning experiences in safe environments within a supportive culture.

The MVMCS student community demographics are:

- Hispanic: 50%
- White: 25.12%
- African American: 9.30%
- Filipino: 3.26%
- Asian: 2.33%
- Pacific Islander: 1.40%
- American Indian: 1.86%
- Multiple Races: 0.47%
- Socio-economically Disadvantaged: 56.27%
- English Language Leaners: 7.44%
- Soecial Education: 6.97%

Reflections: Successes

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

CALIFORNIA DASHBOARD RESULTS FROM 2018-19:*

The following areas and/or subgroups achieved a “High Status” or above (green or blue indicators) and/or “Maintained” or “Increased”:

- English Language Arts
 > Scores for ALL students averaged at 24.8 points above standard (green indicator)
 > Scores for HISPANIC students averaged at 26.4 points above standard (green indicator)
 > Scores for SOCIOECONOMICALLY DISADVANTAGED students averaged at 27.5 points above standard (green indicator) and maintained scores from 2017-18
 > Scores for ENGLISH LEARNER students averaged at 59.8 points above standard (no indicator color), increasing 16.9 points from 2017-18

- Mathematics
 > Scores for ALL students averaged at 10.6 points above standard (green indicator)
 > Scores for HISPANIC students averaged at 5.9 points above standard (green indicator)
 > Scores for SOCIOECONOMICALLY DISADVANTAGED students averaged at 10.8 points above standard (green indicator) and maintained scores from 2017-18
 > Scores for ENGLISH LEARNER students averaged at 40.5 points above standard (no indicator color), increasing 18.7 points from 2017-18

*No SBAC/CAASPP, absenteeism, or suspension data is available from 2019-20 for comparison/analysis due to school closures.
2018-19 data source: https://www.caschooldashboard.org/reports/36679186118350/2019

Reflections: Identified Need

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

A review of state and local indicators of student performance, the Dashboard, local assessments, and stakeholder input identified areas of need at MVMCS. These are areas that MVMCS will continue to focus on for improvement.

CALIFORNIA DASHBOARD RESULTS FROM 2018-19:*

The following areas and/or subgroups declined or moved to a lower performance level (red or yellow indicators):

- English Language Arts
 > Scores for ALL students averaged at 24.8 points above standard, but declined by 22.1 points from 2017-18
 > Scores for HISPANIC students averaged at 26.4 points above standard, but declined by 14.5 points from 2017-18

 - Mathematics

> Scores for ALL students averaged at 10.6 points above standard, but declined by 6.3 points from 2017-18
> Scores for HISPANIC students averaged at 5.9 points above standard, but declined by 7.1 points from 2017-18

- Chronic Absenteeism
> Percentage for ALL students averaged at 12.1% of students being designated as chronically absent (red indicator), increasing by 4.4% from 2017-18
> Percentage for AFRICAN AMERICAN students averaged at 16.2% of students being designated as chronically absent (orange indicator), increasing by 10.2% from 2017-18
> Percentage for HISPANIC students averaged at 9.5% of students being designated as chronically absent (orange indicator), increasing by 1.2% from 2017-18
> Percentage for SOCIOECONOMICALLY DISADVANTAGED students averaged at 16.1% of students being designated as chronically absent (orange indicator), increasing by 5.1% from 2017-18
> Percentage for WHITE students averaged at 8.8% of students being designated as chronically absent (orange indicator), increasing by 2% from 2017-18

- Suspension Rate
> Percentage for ALL students averaged at 1.2% of students being suspended at least once (orange indicator), increasing by 0.8% from 2017-18
> Percentage for AFRICAN AMERICAN students averaged at 2.5% of students being suspended at least once (orange indicator), increasing by 2.5% from 2017-18
> Percentage for SOCIOECONOMICALLY DISADVANTAGED students averaged at 1.4% of students being suspended at least once (orange indicator), increasing by 1.4% from 2017-18

Review and analysis of the CA Dashboard data identified following discrepancies between all students and reported subgroups:

- English Language Arts
> 21.9 point gap between average scores for all students and AFRICAN AMERICAN students

- Mathematics
> 4.7 point gap between average scores for all students and HISPANIC students
> 36.1 point gap between average scores for all students and AFRICAN AMERICAN students

- Chronic Absenteeism
> 4.1% percentage gap between chronic absenteeism rates for all students and AFRICAN AMERICAN students

- Suspension Rate
> 2.3% percentage gap between chronic absenteeism rates for all students and AFRICAN AMERICAN students
> 0.2% percentage gap between chronic absenteeism rates for all students and SOCIOECONOMICALLY DISADVANTAGED students

*No SBAC/CAASPP, absenteeism, or suspension data is available from 2019-20 for comparison/analysis due to school closures.
2018-19 data source: https://www.caschooldashboard.org/reports/36679186118350/2019

LCAP Highlights

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

Maintained our School of Choice focus on Montessori methodologies and instruction

- Continued additional hour added to each instructional day for grades 1--6
- Continued school-wide RtI/MTSS program and small group instructional focus for grades 1--6 during additional hour
- Continued to staff full--day Instructional Aides in each classroom
- Trained instructional staff and implemented school-wide SEL program (Positive Discipline & Zones of Regulation)

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 - LEA not 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.

N/A - LEA not identified for CSI.

Monitoring and Evaluating Effectiveness

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

N/A - LEA not identified for CSI.

Stakeholder Engagement

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

Mountain View Montessori Charter School (MVMCS) is a dependent charter within Victor Elementary School District (VESD). MVMCS has a unique relationship with VESD, as it goes beyond what is typical between a charter school and its authorizer. MVMCS is regarded and treated as one of the elementary school sites within VESD. This is reflected in MVMCS being aligned to VESD in all board goals and policies, operations, supervision, professional development, planning, community involvement, stakeholder groups, etc. Though MVMCS has a distinct curriculum (Montessori) and a budget separate from VESD, in all other respects MVMCS is a VESD school. Thus, our integration is reflected in the development of MVMCS's School Plan for Student Achievement (SPSA) and/or Local Control Accountability Plan (LCAP), as well.

Like VESD, MVMCS has regularly involved stakeholders in its continuous improvement cycle. MVMCS's Advisory Committee (AC), its school site council, meets at least monthly during the school year The Advisory Committee includes parents, school staff, and district management representatives whose primary focus is ensuring the implementation of the MVMCS Charter and Advisory Committee Bylaws by providing oversight to matters that affect the health and future of the school, including financial and legal matters. MVMCS annually surveys students, parents, staff, and community members. The results from these surveys have been used to inform our continuous improvement cycles.

With the onset of the California Local Control Funding Formula, VESD adapted its planning process so that it is ongoing throughout the school year. MVMCS was integrated into these processes. MVMCS stakeholders are represented within VESD's committees (detailed below) and participate equally in sharing information and providing input. This input has been used and will continue to be used to develop MVMCS's Student Achievement (SPSA) and/or Local Control Accountability Plan (LCAP).

Victor Elementary School District (VESD) has regularly involved stakeholders in our continuous improvement cycle. For over twenty years, VESD has surveyed students, parents, staff, and community members. The results from these surveys have been shared in our annual strategic planning process, now called Strategic Study, which has involved staff, parents, community members and students. This year, VESD also held a vision and mission study to review our vision, mission, and goals. With the onset of the Local Control Funding Formula, VESD has adapted its planning process so that it is ongoing throughout the school year. VESD currently has multiple committees in which the members encompass all stakeholder groups including representatives for our English language learners, foster children, low income students, classified employees and certificated employees including their Bargaining Unit Officers, confidential employees, administration, and community members. The total amount of unduplicated participants in our committees is over 100. All committees come together annually at VESD's Strategic Study to review data (survey results, academic results, budget, etc.), discuss results, and provide input for ongoing improvement. Each of these groups give input and will continue to give input to VESD's Local Control Accountability Plan throughout the school year. VESD principals come together and meet monthly as a stakeholder group. In addition, they take information back to their school sites to share with their stakeholders through their own Site Councils, English Learner Advisory Committees, PTA/PTO/Booster Clubs, parent newsletters, staff meetings, etc. VESD Cabinet keeps consistent communication with its Certificated and Classified Bargaining Unit leaders, who are also participants on the committees. VESD works with and receives input from outside agencies on a regular basis, such as SELPA, CSEA, VETA, Think Together, Public Works, City of Victorville, BEARS (Benefit Everyone, Assist Recreation and Sports), The Greater High Desert Chamber of Commerce, Rotary, Kiwanis, Assistance League (Operation School Bell), Mourning Sun, United Way,

Horace Mann, High Desert Homeless Shelter, San Bernardino County office of Education, Riverside County Offices of Education and Victor Elementary Education Foundation. The continuous improvement cycle goes on throughout the school year. As the committees receive information such as survey results, academic results, etc., they are asked for input on how to improve the results. The description/activities of each group are as follows:

Mission/Vision Study: Representation from of our VESD staff included certificated, classified, bargaining unit representation, confidential, and management attended the mission and vision study on 10/21/20 and 10/22/20. Attendees used a process to review VESD data and make a recommendation on updated mission, vision, and goals. These recommendations have been shared with our LCAP committees, department meetings, classified and certificated staff for additional feedback. Finalized recommendations will be taken to the Board for approval and implementation in the 2021-22 LCAP.

District Advisory Committee (DAC): Consists of parents, community members, teachers, classified and management. Committee members provided feedback for the Local Control Accountability Plan during their meetings. Committee members discussed the LCAP feedback. DAC met on 9/6/20, 10/21/20, 11/11/20, 11/18/20, 2/24/21, and 4/28/21.

District English Learner Advisory Committee (DELAC): Parents and staff were educated on the reporting system for ELPAC results, California State Standards, and distance learning. At these meetings, community resources were shared that included the Victorville Public Library literacy programs and Family Resource Center programs. Parents and staff provided feedback on the LCAP. DELAC met on 8/6/20, 9/15/20, 10/6/20, 11/10/20, 12/8/20, 1/12/21, 2/23/21, 4/13/21, and 5/11/21.

Budget Advisory Committee (BAC): Committee members (certificated, classified and management employees) provided feedback for the Local Control Accountability Plan during their meetings. A subgroup of the BAC attended the Governor's budget workshop presented by School Services of California on 1/15/21. BAC met on 8/6/20, 10/5/20, 11/2/20, 1/4/21, 2/1/21, 4/5/21, 5/3/21, and 6/7/21.

Quality Works (QW): One of our six committees that gives input on the Local Control Accountability Plan. This committee consists of employees, with equal numbers of classified, certificated, and management, as well as one confidential employee. Quality Works not only gives input to the LCAP but also works on district systems through a Plan Do Study Act cycle. QW met on 8/5/20, 9/14/20, 10/19/20, 11/2/20, 12/14/20, 3/8/21, 4/12/21, and 5/10/21.

Foster Youth Advisory Committee (FYAC): Consists of classified, certificated, administrators, psychologists, community members, parents, students and representatives from local agencies participated in the FYAC. We focused on accomplishing committee goals, continued to refine processes to expedite services/supports for Foster Youth, and collaborated about community resources. The committee also was involved in FYAC outreach, provided LCAP feedback, and hosted events for foster youth students and their families. The committee met on 8/7/20, 10/1/20, 1/9/21, and 4/8/21. FYAC hosted events on 12/15/20, 12/16,20, and 4/22/21.

African American Engagement Committee (AAEC): AAEC consists of classified employees, certificated employees, managers, confidential employees, community members, and parents. AAEC was established because VESD recognizes a need to engage our parents to collaborate, gather input, and learn how we can support our African American students to reach their full potential. The AAEC focused on goal setting, emergency communication, MTSS, and LCAP feedback. AAEC met on 8/7/20, 9/24/20, 10/29/20, 11/12/20, 1/14/21, 2/9/21, 3/11/21, 4/15/21, and 5/13/21.

A summary of the feedback provided by specific stakeholder groups.

There were several key trends, input, and ideas in the feedback received from all VESD stakeholder groups, including MVMCS, in 2020-21. These include:

1. Investing in extra time/strategies for assisting students with academics.
2. Addressing the broad range of social-emotional needs our students will have when they return to school in an in-seat model.
3. Addressing equity to include professional development for staff.
4. Improving family communication and home-school relationships.
5. Long term plans and supports for families choosing to stay on distance learning models.
6. Early onboarding and supports for TK and Kindergarten students.
7. Including enrichment activities for students along with the academics.
8. Assuring the physical safety of our staff and students.

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

The LCAP was written based on feedback from our 6 LCAP committees, VESD stakeholders, and MVMCS stakeholders. The trends (listed on page 8) have been analyzed and here are the key features to address them in the 2020-21 LCAP. According to input from our stakeholders, we will continue actions from previous LCAPs. Additionally, some new recommendations based on our data and stakeholder input, were made and are key features in the 2020-21 school year.

1. Investing in extra time/strategies for assisting students with academics. This is addressed through expanded learning opportunities for students that include summer school, Saturday school, and intersessions with a focus on guided reading, SEL, and STEAM activities. VESD and MVMCS stakeholders responded to our district-wide and our intersession surveys and asked for these expanded learning opportunities to continue and be developed to include STEAM, etc.
2. Addressing the broad range of social-emotional needs our students will have when they return to school in an in-seat model. This is addressed by ensuring that MVMCS students, families, and staff have access to a School Psychologist and resources for assisting with SEL needs through county resources (Desert Mountain Children's Center) and exploring community and private resources, using Care Solace. Additionally, administering a district developed SEL survey to MVMCS students in order to provide tiered interventions as determined by the MTSS team. Professional development is continually provided for staff on social emotional learning. Our stakeholders have provided feedback that they appreciate the support provided by our school psychologists and in getting real-time support. The wait time has dropped drastically for student interventions.
3. Addressing equity to include professional development for staff. This is addressed through the development of a program to support equity and diversity with wrap around services at each site using internal and external resources to address the needs of our underperforming subgroups. Our stakeholders, specifically our African American Engagement Committee, continue to express the need for biases to be addressed and increase academic rigor and SEL supports for students.

4. Improving family communication and home-school relationships. This is addressed through expansion of our family outreach through satellite Family Resource Centers at select VESD school sites to provide families with more access to services and training. Our stakeholders have embraced our FRC. However, many have requested these same supports at their local school sites to increase access and build relationships with their school teams.
5. Long term plans and supports for families choosing to stay on distance learning models. This is addressed by increasing student access to technology and access to standards/curriculum by providing a Chromebook at home and at school along with needed technology support. Models of instruction with samples have been provided. Currently, 15% of MVMCS and 30% of VESD families are electing to remain on distance learning vs. moving into the hybrid model. On-going supports for instruction will be needed.
6. Early onboarding and supports for TK and Kindergarten students. At MVMCS, this is addressed by the Principal and TK/Kindergarten staff, who can develop and implement this program. Due to a lack of preschool availability, stakeholders are looking to VESD to support early education through enrollment, communication, and instruction.
7. Including enrichment activities for students along with the academics. This is addressed through site-based funding to provide enrichment including the arts, science, and technology, etc. Our stakeholders enjoy the enrichment opportunities to connect learning to real world experiences. They noted the absence of these experiences during school closures and requested that they be implemented again to support students.
8. Assuring the physical safety of our staff and students. Our stakeholders recommended keeping the school resource officers and they have an expectation for our facilities to be exemplars, especially during the pandemic. Our SROs have developed a good working relationship with our families and students.

Goals and Actions

Goal

Goal #	Description
1	All students will develop foundational educational skills.

An explanation of why the LEA has developed this goal.

In order to meet Goal #1, the following needs have been identified and must be addressed:

- Decrease in percentage of students scoring 1 on SBAC summative assessments in ELA and Math
- Maintain or increase re-classification of EL students
- Decrease in percentage of students chronically absent
- Increase student's sense of safety at school and with school staff

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Incremental growth on CAASPP/SBAC Summative Assessments in ELA and math.	BASELINE (18/19): Students scoring 1 (Standard Not Met) on CAASPP/SBAC ELA summative assessment: 20.41% OUTCOME (19/20): No SBAC ELA summative assessment data reported in 19/20 due to COVID-19 school closures. MET EXPECTED OUTCOME? Unknown. Students scoring 1 increased by 8.78% from 17/18 to 18/19, but no data to				Decrease in students scoring 1 on CAASPP/SBAC summative assessments in ELA and Math by 5% each year.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	measure outcome from 18/19 to 19/20. BASELINE (18/19): Students scoring 1 (Standard Not Met) on CAASPP/SBAC Math summative assessment: 22.45% OUTCOME: No SBAC Math summative assessment data reported in 19/20 due to COVID-19 school closures. MET EXPECTED OUTCOME? Unknown. Students scoring 1 increased by 7.33% from 17/18 to 18/19, but no data to measure outcome from 18/19 to 19/20.				
Increase in EL re-classifications.	BASELINE (18/19): Percentage of students re-classified as English Proficient: 7.1% OUTCOME (19/20): Percentage of students re-classified as English Proficient: 15.78% MET EXPECTED OUTCOME? Yes.				Maintain or increase re-classification of 10% of more of EL students each year.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Decrease in chronic absenteeism.	BASELINE (18/19): Percentage of students chronically absent: 12.1% OUTCOME (19/20): Percentage of students chronically absent: 4.5% MET EXPECTED OUTCOME? Yes.				Decrease in percentage of students chronically absent by 1% each year.
STUDENT SURVEY QUESTION: "I feel comfortable going to an adult at my school if I have a problem."	BASELINE (18/19): 89.47% agreed OUTCOME (19/20): 87.59% agreed MET EXPECTED OUTCOME? No; 1.88% decrease.				Maintain 90% or increase 1% annually.
STUDENT SURVEY QUESTION: "I feel safe at my school."	BASELINE (18/19): 90.51% agreed OUTCOME (19/20): 100% agreed MET EXPECTED OUTCOME? Yes.				Maintain 90% or increase 1% annually.

Actions

Action #	Title	Description	Total Funds	Contributing
1	Professional Development / Collaboration	Professional development and collaboration to support CCSS and NGSS implementation and alignment to the Montessori Method for all students (creation of assessments, rubrics, articulation, college/career projects).	$2,769.00	No

Action #	Title	Description	Total Funds	Contributing
2	Instructional Aides	Instructional aides in each classroom to support learning and teaching.	$31,185.00	No
3	Classroom Technology	Continue investment and support for classroom technology (e.g., computers for teachers, students, admin; software).	$2,000.00	No
4	Extended School Day	Continue extended school day (increased by 1 hour).	$197,886.00	No
6	Academic Interventions	Provide funds to support targeted intervention support using research-based intervention programs in ELA and Math (e.g. MobyMax, Explode/Beyond the Code).	$2,500.00	No
7	Student Recognition	Recognize and reward student progress for attendance, behavior, and academic achievement.	$571.00	No
8	Extended Learning Opportunities	Support options to explore new learning opportunities through offering after school activities and electives.	$2,055.00	No
9	EL Academic Supports	Support English Learner students by purchasing materials that support English Language Development (e.g. Reading AZ ELL Edition, BrainPOP EL add-on).	$780.00	Yes
10	RtI/MTSS Training	Research and train all staff in academic Response to Intervention (RtI) programs/Multi-Tiered Systems of Support for ELA and Math.	$1,000.00	No
11	Behavior Supports	Research, revise, and train in behavior interventions, systems, and supports.	$800.00	No

Action #	Title	Description	Total Funds	Contributing
12	Safe and Secure Campus	Provide a safe and secure campus for all students to learn effectively through positive and engaged student-adult interactions (SRO and NDS).	$35,348.00	No
13	Campus Health and Safety	Provide supplies to support safety, health, and disaster preparedness, as needed.	$1,000.00	No

Goal Analysis [2021-22]

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

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Goals and Actions

Goal

Goal #	Description
2	All staff will use a holistic approach to support foundational educational skills for all students.

An explanation of why the LEA has developed this goal.

In order to meet Goal #2, the following needs have been identified and must be addressed:

- High academic and behavioral expectations of students
- Learning supports from school staff
- Progress monitoring by teacher and student / teacher-student communication
- Training and collaboration time for staff to best support students' needs
- Staff participation in site decision-making

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
STUDENT SURVEY QUESTION: "The adults at my school expect me to learn, make the best choices, follow rules and do my best."	BASELINE (18/19): 99.27% agreed OUTCOME (19/20): 100% agreed MET EXPECTED OUTCOME? Yes.				Maintain 90% or increase 1% annually.
STUDENT SURVEY QUESTION: "The adults at my school help me learn."	BASELINE (18/19): 97.81% agreed OUTCOME (19/20): 96.49% agreed MET EXPECTED OUTCOME? Yes.				Maintain 90% or increase 1% annually.
STUDENT SURVEY QUESTION:	BASELINE (18/19): 76.64% agreed				Maintain 90% or increase 1% annually.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
“My teacher and I work together to keep track of my growth.”	OUTCOME (19/20): 98.25% agreed MET EXPECTED OUTCOME? Yes.				
QUALITY CHECK (STAFF) SURVEY QUESTION: “I have the training that is required to do my job.”	BASELINE (18/19): 72.22% agreed OUTCOME (19/20): 71.43% agreed MET EXPECTED OUTCOME? No; 0.79% decrease.				Maintain 90% or increase 1% annually.
STAFF SURVEY QUESTION: "I am able to participate in the decision making process in my department/school (site planning, budget, etc.)."	BASELINE (18/19): 88.89% agreed OUTCOME (19/20): 88.89% agreed MET EXPECTED OUTCOME? No; maintained percentage, but did not meet 90% goal.				Maintain 90% or increase 1% annually.
STAFF SURVEY QUESTION: "Our team collaborates effectively to improve student learning."	BASELINE (18/19): 88.89% agreed OUTCOME (19/20): 88.89% agreed MET EXPECTED OUTCOME? No; maintained percentage, but did not meet 90% goal.				Maintain 90% or increase 1% annually.

Actions

Action #	Title	Description	Total Funds	Contributing
1	Montessori and Instructional Professional Development	MVMCS staff attends the annual Montessori national conference and participates in training provided by VESD Educational Services (such as Kagan, Singapore, Thinking Maps, Designated Instruction) as well as out--of--district trainings.	$5,500.00	No
2	Montessori Training for Aides	Formal Montessori training for instructional aides to better support in-class instruction.	$1,000.00	No

Goal Analysis [2021-22]

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

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Goals and Actions

Goal

Goal #	Description
3	MVMCS will support an educational team that includes students, staff and families.

An explanation of why the LEA has developed this goal.

In order to meet Goal #3, the following needs have been identified and must be addressed:

- Ongoing opportunities for parents/families to participate in classroom, school, and community activities
- Helping parents support and challenge students at home
- Promoting the school's mission and focus
- Training for parents on strategies used to support academic, behavioral, and emotional needs

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
PARENT SURVEY QUESTION: "I am given the opportunity to be part of my child's education working together to help my child."	BASELINE (18/19): 90.38% agreed OUTCOME (19/20): 95.83% agreed MET EXPECTED OUTCOME? Yes.				Maintain 90% or increase 1% annually.
PARENT SURVEY QUESTION: "My student is being challenged academically."	BASELINE (18/19): 90.38% agreed OUTCOME (19/20): 95.83% agreed MET EXPECTED OUTCOME? Yes.				Maintain 100% or increase 1% annually.
PARENT SURVEY QUESTION:	BASELINE (18/19): 94.23% agreed				Maintain 100% or increase 1% annually.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
“I have a clear understanding of my school’s focus and trust my school is using innovative strategies."	OUTCOME (19/20): 95.83% agreed MET EXPECTED OUTCOME? Yes.				

Actions

Action #	Title	Description	Total Funds	Contributing
1	Field Trips	Students participate in approximately 4 field trips annually.	$8,335.00	No
2	Parent / Family Supports	MVM parents/families are offered trainings, meetings, and/or resources to support their understanding of CCSS, Montessori education, and parenting.	$944.00	No

Goal Analysis [2021-22]

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

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2021-22]

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
18.23%	$293,673

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

Required Descriptions

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

Goal 1
1.1 Professional development and collaboration to support CCSS implementation for all students (creation of assessments, rubrics, articulation, college/career projects). This action supports all students; however, it is principally directed toward and effective in meeting school goals for our unduplicated pupils.
1.2 Instructional assistants in each classroom to support learning and teaching. This action supports all students; however, it is principally directed toward and effective in meeting school goals for our unduplicated pupils.
1.3 Continue investment and support for classroom technology and infrastructure (e.g., computers for teachers, students, and administrators; and software). This action supports all students; however, it is principally directed toward and effective in meeting school goals for our unduplicated pupils.
1.4 Continue extended school day (increased by 1 hour). This action supports all students; however, it is principally directed toward and effective in meeting school goals for our unduplicated pupils.
1.6 Provide funds to support targeted intervention support using research-based intervention programs in ELA and Math (e.g. MobyMax, Explode/Beyond the Code). This action supports all students; however, it is principally directed toward and effective in meeting school goals for our unduplicated pupils.
1.7 Recognize and reward student progress for attendance, behavior, and academic achievement. This action supports all students; however, it is principally directed toward and effective in meeting school goals for our unduplicated pupils.
1.8 Support options to explore new opportunities through offering after school clubs and electives. This action supports all students; however, it is principally directed toward and effective in meeting school goals for our unduplicated pupils.
1.9 Research and train all staff in academic Response to Intervention (RtI) programs/Multi-Tiered Systems of Support for ELA and Math. This action supports all students; however, it is principally directed toward and effective in meeting school goals for our unduplicated pupils.

1.11 Research, revise, and/or train in behavior interventions, systems, supports. This action supports all students; however, it is principally directed toward and effective in meeting school goals for our unduplicated pupils.
1.12 Provide a safe and secure campus for all students to learn effectively through positive and engaged student-adult interactions (SRO and NDS). This action supports all students; however, it is principally directed toward and effective in meeting school goals for our unduplicated pupils.
1.13 Provide supplies to support safety, health, and disaster preparedness, as needed. This action supports all students; however, it is principally directed toward and effective in meeting school goals for our unduplicated pupils.

Goal 2
2.1 MVMCS staff attends the annual Montessori national conference and participates in training provided by VESD Educational Services (such as Kagan, Singapore, Thinking Maps, Designated Instruction) as well as out--of--district trainings.. This action supports all students; however, it is principally directed toward and effective in meeting school goals for our unduplicated pupils.
2.2 Formal Montessori training for instructional aides to better support in-class instruction. This action supports all students; however, it is principally directed toward and effective in meeting school goals for our unduplicated pupils.

Goal 3
3.1 Students participate in 4 field trips annually. This action supports all students; however, it is principally directed toward and effective in meeting school goals for our unduplicated pupils..
3.2 MVM parents are offered trainings, meetings, and/or resources to support their understanding of CCSS, Montessori education, and parenting. This action supports all students; however, it is principally directed toward and effective in meeting school goals for our unduplicated pupils.

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

Goal 1
1.9 Support English Learner students by purchasing materials that support English Language Development (e.g. Reading A-Z ELL Edition, BrainPOP EL add-on). This action is principally directed toward and effective in meeting school goals for our English Learner students, investing in research-based programs focused on building language acquisition skills in academic and non-academic environments.

Instructions

Plan Summary

Stakeholder Engagement

Goals and Actions

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

For additional questions or technical assistance related to the completion of the LCAP template, please contact the local COE, or the California Department of Education's (CDE's) Local Agency Systems Support Office by phone at 916-319-0809 or by email at lcff@cde.ca.gov.

Introduction and Instructions

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

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

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

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

- **Accountability and Compliance:** The LCAP serves an important accountability function because aspects of the LCAP template require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:

    - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (*EC* 52064(b)(4-6)).

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

    - Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* 52064(b)(7)).

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

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

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

Reflections: Identified Need – Referring to the Dashboard, identify: (a) any state indicator for which overall performance was in the "Red" or "Orange" performance category or any local indicator where the LEA received a "Not Met" or "Not Met for Two or More Years" rating AND (b) any state indicator for which performance for any student group was two or more performance levels below the "all student" performance. What steps is the LEA planning to take to address these areas of low performance and performance gaps? Other needs may be identified using locally collected data including data collected to inform the self-reflection tools and reporting local indicators on the Dashboard.

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

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

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

Stakeholder Engagement

Purpose

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

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

Statute and regulations specify the stakeholder groups that school districts and COEs must consult when developing the LCAP: teachers, principals, administrators, other school personnel, local bargaining units of the LEA, parents, and students. Before adopting the LCAP, school districts and COEs must share it with the Parent Advisory Committee and, if applicable, to its English Learner Parent Advisory Committee. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP. Statute requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and students in developing the LCAP. The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals and actions.

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

Requirements and Instructions

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

> **Local Control and Accountability Plan:**
> For county offices of education and school districts only, verify the LEA:
>
> a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.
>
> b) If applicable, presented the local control and accountability plan to the English learner parent advisory committee, in accordance with Education Code section 52062(a)(2) or 52068(a)(2), as appropriate.
>
> c) Notified members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the local control and accountability plan in accordance with Education Code section 52062(a)(3) or 52068(a)(3), as appropriate.

d) Held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1), as appropriate.

e) Adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2), as appropriate.

Prompt 1: "A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP."

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

- Focus Goal: A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.

- Broad Goal: A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.

- Maintenance of Progress Goal: A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

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

Focus Goal(s)

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

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

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

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

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

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

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

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

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

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

Complete the table as follows:

- **Metric**: Indicate how progress is being measured using a metric.
- **Baseline**: Enter the baseline when completing the LCAP for 2021–22. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.

- **Year 1 Outcome**: When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 2 Outcome**: When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 3 Outcome**: When completing the LCAP for 2024–25, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2024–25 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.
- **Desired Outcome for 2023-24**: When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2023–24 LCAP year.

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

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023-24)
Enter information in this box when completing the LCAP for **2021–22**.	Enter information in this box when completing the LCAP for **2021–22**.	Enter information in this box when completing the LCAP for **2022–23**. Leave blank until then.	Enter information in this box when completing the LCAP for **2023–24**. Leave blank until then.	Enter information in this box when completing the LCAP for **2024–25**. Leave blank until then.	Enter information in this box when completing the LCAP for **2021–22**.

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

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

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

Goal Analysis:

Enter the LCAP Year

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

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

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures do not need to be addressed, and a dollar-for-dollar accounting is not required.

- Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal. When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for stakeholders. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

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

Purpose

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

Requirements and Instructions

This section must be completed for each LCAP year.

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

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

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

Required Descriptions:

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

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

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

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

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

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

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

> After assessing the needs, conditions, and circumstances of our low-income students, we learned that the attendance rate of our low-income students is 7% lower than the attendance rate for all students. (Needs, Conditions, Circumstances [Principally Directed])
>
> In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school climate that does not emphasize the importance of attendance. Goal N, Actions X, Y, and Z provide additional transportation and nutritional resources as well as a districtwide educational campaign on the benefits of high attendance rates. (Contributing Action(s))

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

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

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

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

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

Actions Provided on a Schoolwide Basis:

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

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

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

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

Consistent with the requirements of 5 *CCR* Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to the services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are included in the Goals and Actions section as contributing to the increased or improved services requirement. This

description must address how these action(s) are expected to result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services the LEA provides to all students for the relevant LCAP year.

Expenditure Tables

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

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

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

The Data Entry table may be included in the LCAP as adopted by the local governing board or governing body, but is not required to be included.

In the Data Entry table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Goal #**: Enter the LCAP Goal number for the action.
- **Action #**: Enter the action's number as indicated in the LCAP Goal.
- **Action Title**: Provide a title of the action.
- **Student Group(s)**: Indicate the student group or groups who will be the primary beneficiary of the action by entering "All", or by entering a specific student group or groups.
- **Increased / Improved**: Type "Yes" if the action **is** included as contributing to meeting the increased or improved services; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services.
- If "Yes" is entered into the Contributing column, then complete the following columns:
    - **Scope**: The scope of an action may be LEA-wide (i.e. districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.

- **Unduplicated Student Group(s)**: Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.

- **Location**: Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate “All Schools”. If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans”. Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

- **Time Span**: Enter “ongoing” if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter “1 Year”, or “2 Years”, or “6 Months”.

- **Personnel Expense**: This column will be automatically calculated based on information provided in the following columns:

  - **Total Personnel**: Enter the total amount of personnel expenditures utilized to implement this action.

  - **Total Non-Personnel**: This amount will be automatically calculated.

- **LCFF Funds**: Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA’s total LCFF target (i.e. base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).

- **Other State Funds**: Enter the total amount of Other State Funds utilized to implement this action, if any.

- **Local Funds**: Enter the total amount of Local Funds utilized to implement this action, if any.

- **Federal Funds**: Enter the total amount of Federal Funds utilized to implement this action, if any.

- **Total Funds**: This amount is automatically calculated based on amounts entered in the previous four columns.

Total Expenditures Table

LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
$241,277.00	$33,048.00		$19,348.00	$293,673.00

Totals:	Total Personnel	Total Non-personnel
Totals:	$257,333.00	$36,340.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	All English Learners, Foster Youth, Low Income	Professional Development / Collaboration				$2,769.00	$2,769.00
1	2	All English Learners, Foster Youth, Low Income	Instructional Aides	$31,185.00				$31,185.00
1	3	All English Learners, Foster Youth, Low Income	Classroom Technology				$2,000.00	$2,000.00
1	4	All English Learners, Foster Youth, Low Income	Extended School Day	$197,886.00				$197,886.00
1	6	All English Learners, Foster Youth, Low Income	Academic Interventions				$2,500.00	$2,500.00
1	7	All English Learners, Foster Youth, Low Income	Student Recognition	$571.00				$571.00
1	8	All English Learners, Foster Youth, Low Income	Extended Learning Opportunities				$2,055.00	$2,055.00
1	9	English Learners	EL Academic Supports				$780.00	$780.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	10	All English Learners, Foster Youth, Low Income	RtI/MTSS Training				$1,000.00	$1,000.00
1	11	All English Learners, Foster Youth, Low Income	Behavior Supports				$800.00	$800.00
1	12	All English Learners, Foster Youth, Low Income	Safe and Secure Campus	$9,855.00	$25,493.00			$35,348.00
1	13	All English Learners, Foster Youth, Low Income	Campus Health and Safety		$1,000.00			$1,000.00
2	1	All English Learners, Foster Youth, Low Income	Montessori and Instructional Professional Development				$5,500.00	$5,500.00
2	2	All English Learners, Foster Youth, Low Income	Montessori Training for Aides				$1,000.00	$1,000.00
3	1	All English Learners, Foster Youth, Low Income	Field Trips	$1,780.00	$6,555.00			$8,335.00
3	2	All English Learners, Foster Youth, Low Income	Parent / Family Supports				$944.00	$944.00

Contributing Expenditures Tables

Totals by Type	Total LCFF Funds	Total Funds
Total:	$241,277.00	$293,673.00
LEA-wide Total:	$0.00	$780.00
Limited Total:	$0.00	$0.00
Schoolwide Total:	$0.00	$0.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	**9**	EL Academic Supports	LEA-wide	English Learners	All Schools Specific Schools: Mountain View Montessori Charter School		$780.00

Annual Update Table Year 1 [2021-22]

Annual update of the 2021-22 goals will occur during the 2022-23 update cycle.

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Total Planned Expenditures	Total Estimated Actual Expenditures

Totals:	Planned Expenditure Total	Estimated Actual Total
Totals:		