



LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Mountain View Montessori Charter School

CDS Code: 36679186118350

School Year: 2022-23

LEA contact information:

Tanya Newell

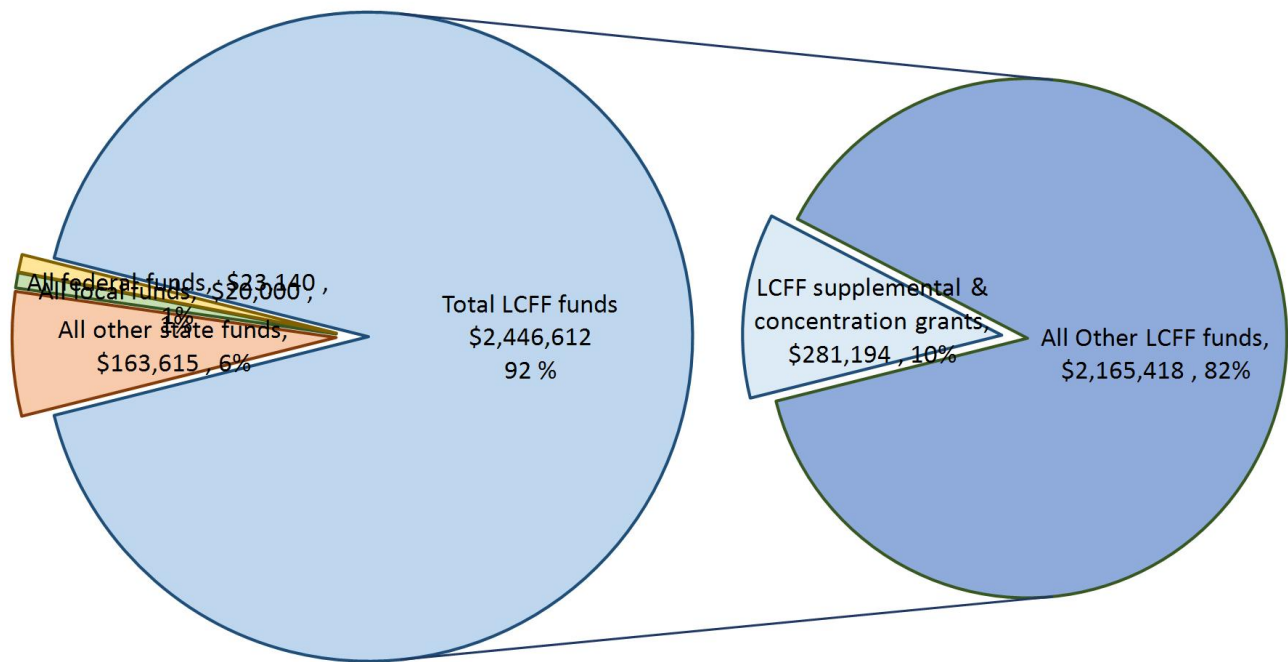
Principal / Head of School

(760) 843-3303

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

Budget Overview for the 2022-23 School Year

Projected Revenue by Fund Source

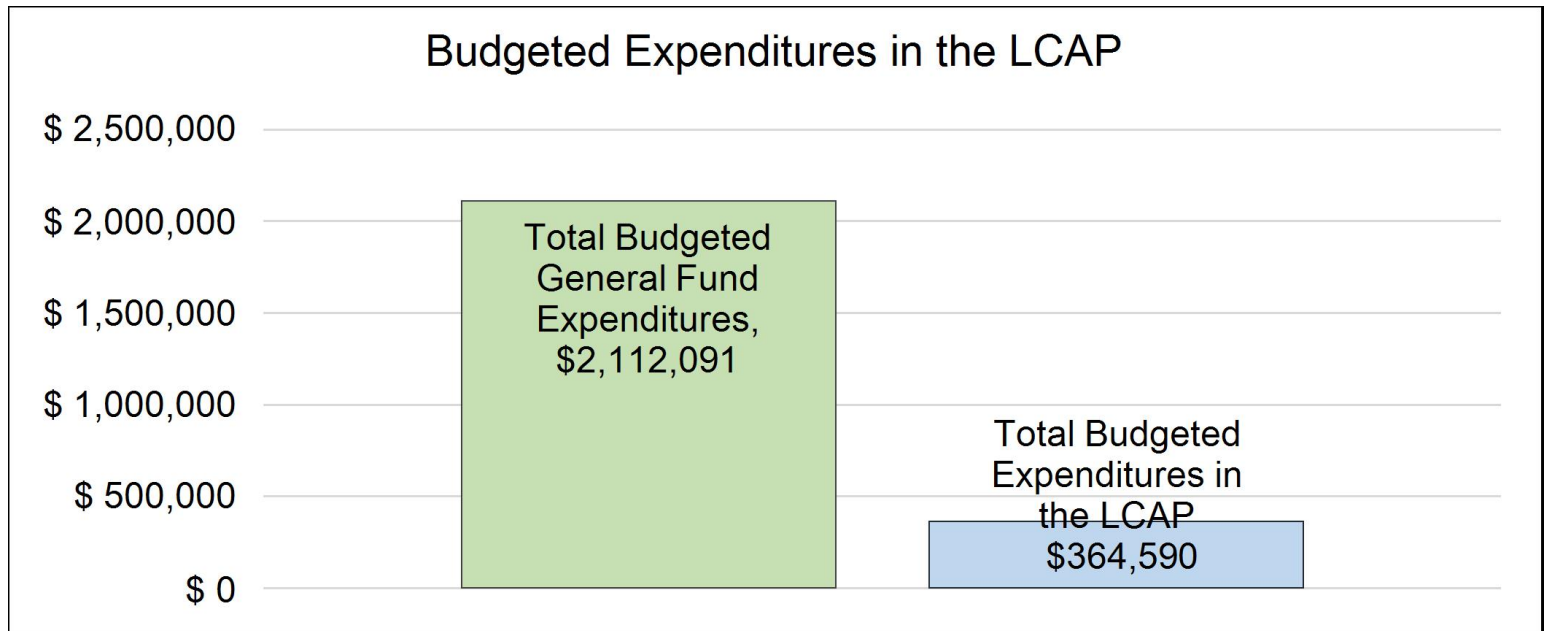


This chart shows the total general purpose revenue Mountain View Montessori Charter School expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Mountain View Montessori Charter School is \$2,653,367, of which \$2,446,612 is Local Control Funding Formula (LCFF), \$163,615 is other state funds, \$20,000 is local funds, and \$23,140 is federal funds. Of the \$2,446,612 in LCFF Funds, \$281,194 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 Montessori Charter School plans to spend for 2022-23. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Mountain View Montessori Charter School plans to spend \$2,112,091 for the 2022-23 school year. Of that amount, \$364,590 is tied to actions/services in the LCAP and \$1,747,501 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

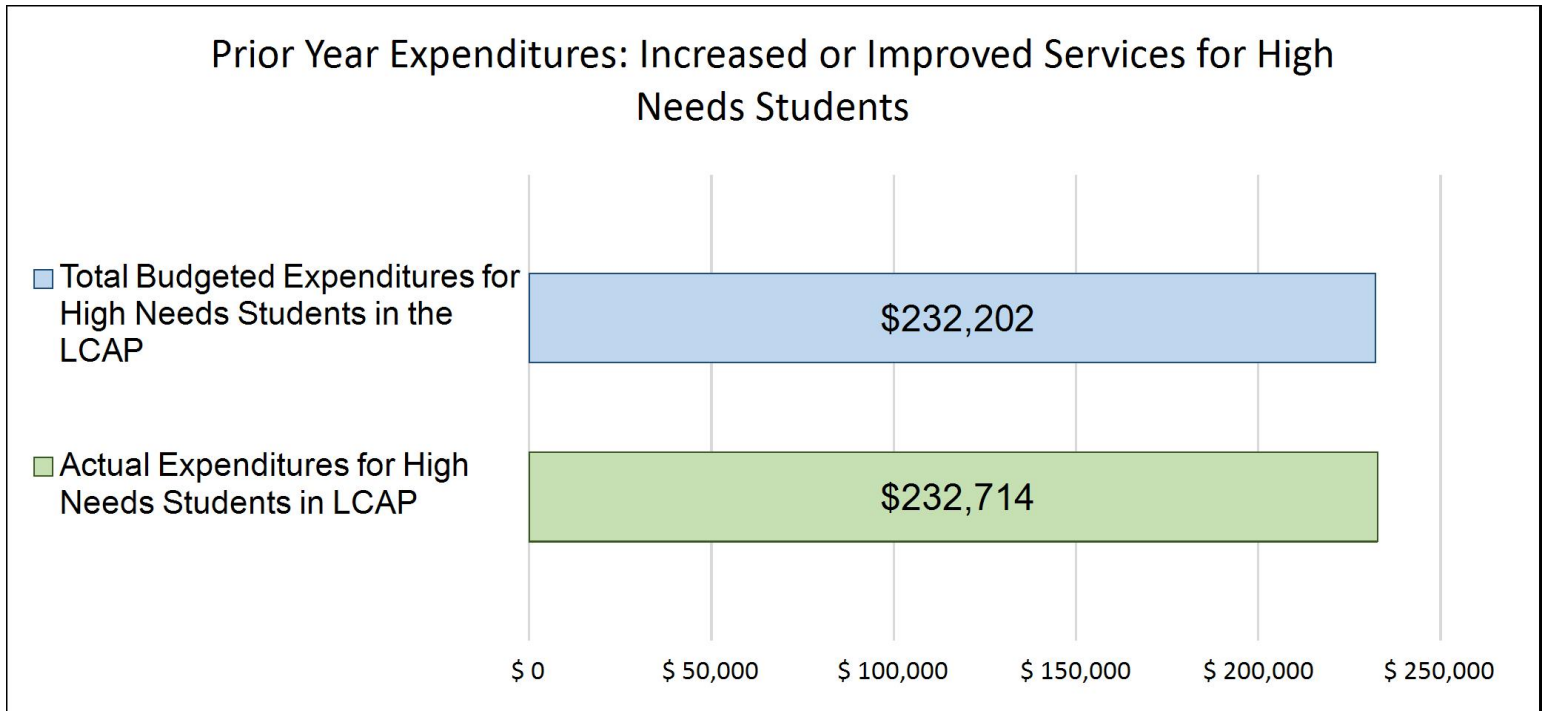
LCAP does not include the following programs and costs: Core instructional program (the cost of teaching staff, school office staff and core instructional material such as text books), the cost of utilities, insurance. LCAP does not include programs funded with federal funds (such as Title I,II,III and IV) and other State funded Programs (such as Lottery, ASES, STRS on behalf, among others.) It also does not include any of our Special Ed Programs or programs paid for through ESSER funding and AB86 funding.

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

In 2022-23, Mountain View Montessori Charter School is projecting it will receive \$281,194 based on the enrollment of foster youth, English learner, and low-income students. Mountain View Montessori Charter School must describe how it intends to increase or improve services for high needs students in the LCAP. Mountain View Montessori Charter School plans to spend \$304,776 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

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



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

The text description of the above chart is as follows: In 2021-22, Mountain View Montessori Charter School's LCAP budgeted \$232,202 for planned actions to increase or improve services for high needs students. Mountain View Montessori Charter School actually spent \$232,714 for actions to increase or improve services for high needs students in 2021-22.



Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Mountain View Montessori Charter School	Tanya Newell Head of School	tnewell@vesd.net (760) 843-3303

California's 2021–22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts have provided local educational agencies (LEAs) with a significant increase in funding to support students, teachers, staff, and their communities in recovering from the COVID-19 pandemic and to address the impacts of distance learning on students. The following is a one-time mid-year report to the local governing board or body and educational partners related to engagement on, and implementation of, these Acts.

A description of how and when the LEA engaged, or plans to engage, its educational partners on the use of funds provided through the Budget Act of 2021 that were not included in the 2020–21 Local Control and Accountability Plan (LCAP).

Mountain View Montessori Charter School (MVMCS) received an additional 15% of concentration grant add-on funding. MVMCS's site-based educational partner groups, the Advisory Committee (school site council) and the Parent-Teacher Organization meet monthly to review goals, family/community supports, and to offer feedback on LCAP goals and actions. The site administrator also hosts monthly town hall meetings to gather ideas and received feedback from our parents/families. Our LCAP goals and actions are also influenced by the feedback from our authorizing school district, VESD, and their 6 LCAP committees, to which MVMCS staff and parents are invited. MVMCS staff and/or parents are currently participating in DAC, DELAC, and AAEC. All 6 of VESD's LCAP committees, which include the budget, foster youth, district advisory, African American Engagement, Quality Works, and DELAC committees, will provide on-going feedback during 2021-22 on how to use the funds provided through the Budget Act of 2021 that were not included in the 2021-22 Local Control and Accountability Plan. Minutes are provided to all staff after each of our meetings. Our educational partners and meetings dates are as follows:

District Advisory Committee (DAC): Consists of parents, community members, City of Victorville, our local SELPA, teachers, classified and management. DAC committee members will meet on 10/29/21, 1/21/22, and 5/6/22.

District English Learner Advisory Committee (DELAC): Parents, bilingual aides, administrators, and the Family Resource representatives will meet on 9/29/21, 10/5/21, 11/2/21, 12/7/21, 1/11/22, 3/1/22, 4/5/22, and 5/3/22.

Budget Advisory Committee (BAC): Committee members include certificated, classified and management employees. Budget will meet on 11/15/21, 12/13/21, 1/24/22, 2/22/22, 3/14/22, 4/18/22, and 5/16/22.

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 will meet on 9/13/21, 10/4/21, 11/8/21, 12/6/21, 2/1/22, 3/1/22, 4/5/22, and 5/3/22.

Foster Youth Advisory Committee (FYAC): Consists of classified, certificated, administrators, psychologists, community members, parents, students and representatives from local agencies participated in the FYAC. FYAC will meet on 9/23/21, 11/4/21, 2/10/22, and 4/14/22.

African American Engagement Committee (AAEC): AAEC consists of classified employees, certificated employees, managers, confidential employees, community members, and parents. AAEC will meet on 9/30/21, 10/28/21, 11/18/21, 12/2/21, 1/6/22, 2/10/22, 3/10/22, 4/7/22, 5/12/22, 6/2/22.

Mountain View Montessori's Advisory Committee (school site council) consists of the principal, VESD administrators, classified employee, certificated employees, and parent representatives. The Advisory Committee will meet on 8/19/21, 9/16/21, 10/21/21, 11/18/21, 12/16/21, 1/20/22, 2/17/22, 3/17/22, 4/21/22, and 5/19/21.

A description of how the LEA used, or plans to use, the additional concentration grant add-on funding it received to increase the number of staff who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent.

MVMCS is using our grant add-on funding it received to increase the quality of our program and instruction to students who are low-income, English learners, and/or foster youth. MVMCS has 60.3% unduplicated student population. These funds have been used to train our instructional aides in Guided Reading, Guided Math, and district-run para educator trainings, as well as Montessori-focused trainings, to aid with reading recovery, decrease learning loss, and accelerate learning. Our instructional aides are also working additional hours to weekly planning with their grade-level partners and teachers to deepen their knowledge and skillful use of the hands-on Montessori materials, lessons, and activities. Additionally, MVMCS used the grant add-on funding to offer a 2-week Jumpstart Summer School Program in August 2021 and plans on using those funds for before and/or after school tutoring during 21-22 to mitigate learning loss, as well as to offer our students expanded learning opportunities such as sports, art, and music. We are also exploring using the funds for Summer School in 2022.

A description of how and when the LEA engaged its educational partners on the use of one-time federal funds received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils.

Mountain View Montessori Charter School (MVMCS) provided a site-based survey in the Spring of 2021 to all staff and family members to seek their input on the use of one-time federal funds intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils. 68 educational partners responded to the MVMCS-specific survey to provide feedback on the use of one-time federal funds. Additionally, our authorizing district, Victor Elementary School District (VESD), provided a survey in the Spring of 2021 to all staff, parents, and community members to seek their input on the use of one-time federal funds intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils. 242 educational partners responded to the survey to provide feedback on the use of one-time federal funds. All 6 of VESD's LCAP committees, which include the budget, foster youth, district advisory, African American Engagement, Quality Works, and DELAC committees, provided on-going feedback during 2020-21 on how to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils. Our educational partners and meetings dates are as follows:

Mountain View Montessori's Advisory Committee (school site council) consists of the principal, VESD administrators, a classified employee, certificated employees, and parent representatives. The Advisory Committee met on 8/27/20, 9/17/20, 10/8/20, 11/19/20, 12/17/20, 1/21/21, 2/18/21, 3/18/21, 4/15/21, 5/10/21, and 6/14/21.

Mountain View Montessori Parent-Teacher Organization (MVM PTO) consists of the principal, parent/family members, and a teacher representative. The MVM PTO met on 8/20/20, 9/10/20, 10/22/20, 11/12/20, 12/10/20, 1/14/21, 2/11/21, 3/11/21, 4/8/21, 5/13/21, and 6/10/21.

District Advisory Committee (DAC): Consists of parents, community members, City of Victorville, our local SELPA, teachers, classified and management. 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, bilingual aides, administrators, and the Family Resource representatives will meet 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 include certificated, classified and management employees. Budget will meet 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): This committee consists of employees, with equal numbers of classified, certificated, and management, as well as one confidential employee. 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. FYAC will meet on 9/23/21, 11/4/21, 2/10/22, and 4/14/22.

African American Engagement Committee (AAEC): AAEC consists of classified employees, certificated employees, managers, confidential employees, community members, and parents. AAEC will meet on 9/30/21, 10/28/21, 11/18/21, 12/2/21, 1/6/22, 2/10/22, 3/10/22, 4/7/22, 5/12/22, and 6/2/22.

MVMCS will continue to meet with our site-based educational partner groups, as well as continue to offer our staff and families opportunities to participate in and/or receive feedback from 6 VESD LCAP committees in 2021-22 to plan for the use of one-time federal funds. Our educational partners and meetings dates are as follows:

Mountain View Montessori's Advisory Committee (school site council) consists of the principal, VESD administrators, a classified employee, certificated employees, and parent representatives. The Advisory Committee will meet on 8/19/21, 9/16/21, 10/21/21, 11/18/21, 12/16/21, 1/20/22, 2/17/22, 3/17/22, 4/21/22, and 5/19/21.

Mountain View Montessori Parent-Teacher Organization (MVM PTO) consists of the principal, parent/family members, and a teacher representative. The MVM PTO will meet on 8/12/21, 9/9/21, 10/14/21, 11/18/21, 12/9/21, 1/13/22, 2/10/22, 3/10/22, 4/14/22, and 5/12/22.

District Advisory Committee (DAC): Consists of parents, community members, City of Victorville, our local SELPA, teachers, classified and management. DAC committee members will meet on 10/29/21, 1/21/22, and 5/6/22.

District English Learner Advisory Committee (DELAC): Parents, bilingual aides, administrators, and the Family Resource representatives will meet on 9/29/21, 10/5/21, 11/2/21, 12/7/21, 1/11/22, 3/1/22, 4/5/22, and 5/3/22.

Budget Advisory Committee (BAC): Committee members include certificated, classified and management employees. Budget will meet on 11/15/21, 12/13/21, 1/24/22, 2/22/22, 3/14/22, 4/18/22, and 5/16/22.

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 will meet on 9/13/21, 10/4/21, 11/8/21, 12/6/21, 2/1/22, 3/1/22, 4/5/22, and 5/3/22.

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African American Engagement Committee (AAEC): AAEC consists of classified employees, certificated employees, managers, confidential employees, community members, and parents. AAEC will meet on 9/30/21, 10/28/21, 11/18/21, 12/2/21, 1/6/22, 2/10/22, 3/10/22, 4/7/22, 5/12/22, and 6/2/22.

A description of how the LEA is implementing the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan, and the successes and challenges experienced during implementation.

MVMCS is using our grant add-on funding it received to increase the quality of our program and instruction to students who are low-income, English learners, and/or foster youth. MVMCS has 60.3% unduplicated student population. These funds have been used to train our instructional aides in Guided Reading, Guided Math, and district-ran para educator trainings, as well as Montessori-focused trainings, to aid with reading recovery, decrease learning loss, and accelerate learning. Our instructional aides are also working additional hours to weekly planning with their grade-level partners and teachers to deepen their knowledge and skillful use of the hands-on Montessori materials, lessons, and activities. Additionally, MVMCS used the grant add-on funding to offer a 2-week Jumpstart Summer School Program in August 2021 and plans on using those funds for before and/or after school tutoring during 21-22 to mitigate learning loss, as well as to offer our students expanded learning opportunities such as sports, art, and music. We are also exploring using the funds for Summer School in 2022.

MVMCS has had some successes and challenges during implementation. During the first trimester, our chronic and severely chronic absenteeism rate was 17%, which is a sharp increase over the 3% chronic absenteeism rate in 2020-21 and 4.5% rate in 2019-20. Our

students did experience learning loss due to the pandemic. Our fall benchmark assessments from 2021 show that over 69% of our students in grades 3-6 have not mastered standards in ELA. Our fall 2021 benchmarks in math show that over 82% of our students in grades 3-6 have not mastered standards. In 1st grade 51.61% of students were able to read at grade level in the fall of 2021 and 82% of 2nd grade students were able to read at grade level. Our fall social emotional survey administered to grades 3-6 results indicated that 91.1% are low risk while 8.9% of students are moderate/severe risk. From August to December 2021 there were 4 suspensions, compared to the annual average of 2-3 suspensions. There were 0 recommendations for expulsion.

As a result of our successes and challenges targeted, our school-wide focus on small group instruction, Guided Reading, number talks, and the ability of all instructional staff to fully use and implementation of our hands-on Montessori curriculum and materials continue to be our focus. We continue to collaborate with district school psychologists and SELPA counselors to provide SEL support and interventions for our Tier 2 and 3 students who are struggling in the area of social emotional learning. 29 of our 120 of our students (24%) in grades 3-6 participated in our August Jumpstart Summer School Program. We are planning to begin our tutoring and expanded learning programs in late January 2022 to target students in need of academic and SEL interventions.

A description of how the LEA is using its fiscal resources received for the 2021–22 school year in a manner that is consistent with the applicable plans and is aligned with the LEA’s 2021–22 LCAP and Annual Update.

MVMCS is using its fiscal resources for the 2021-22 school year in a manner that is consistent with the applicable plans and aligned to our 2021-22 LCAP. Our budget plan for actions and services is multi-faceted and includes all state, federal, and one-time grants to ensure we are spending our allocations appropriately and monitoring results.

Instructions for the Supplement to the Annual Update for the 2021–22 Local Control and Accountability Plan Year

For additional questions or technical assistance related to the completion of the Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan (LCAP), 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

California’s 2021–22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts have provided local educational agencies (LEAs) with a significant increase in funding to support students, teachers, staff, and their communities in recovering from the COVID-19 pandemic and to address the impacts of distance learning on students. Section 124(e) of Assembly Bill 130 requires LEAs to present an update on the Annual Update to the 2021–22 LCAP and Budget Overview for Parents on or before February 28, 2022, at a regularly scheduled meeting of the governing board or body of the LEA. At this meeting, the LEA must include all of the following:

- The Supplement to the Annual Update for the 2021–22 LCAP (2021–22 Supplement);
- All available mid-year outcome data related to metrics identified in the 2021–22 LCAP; and
- Mid-year expenditure and implementation data on all actions identified in the 2021–22 LCAP.

When reporting available mid-year outcome, expenditure, and implementation data, LEAs have flexibility to provide this information as best suits the local context, provided that it is succinct and contains a level of detail that is meaningful and accessible for the LEA’s educational partners.

The 2021–22 Supplement is considered part of the 2022–23 LCAP for the purposes of adoption, review, and approval, and must be included with the LCAP as follows:

- The 2022–23 Budget Overview for Parents
- The 2021–22 Supplement
- The 2022–23 LCAP
- The Action Tables for the 2022–23 LCAP
- The Instructions for the LCAP Template

As such, the 2021–22 Supplement will be submitted for review and approval as part of the LEA’s 2022–23 LCAP.

Instructions

Respond to the following prompts, as required. In responding to these prompts, LEAs must, to the greatest extent practicable, provide succinct responses that contain a level of detail that will be meaningful and accessible for the LEA’s educational partners and the broader public and must, to the greatest extent practicable, use language that is understandable and accessible to parents.

In responding to these prompts, the LEA has flexibility to reference information provided in other planning documents. An LEA that chooses to reference information provided in other planning documents must identify the plan(s) being referenced, where the plan(s) are located (such as a link to a web page), and where in the plan the information being referenced may be found.

Prompt 1: *“A description of how and when the LEA engaged, or plans to engage, its educational partners on the use of funds provided through the Budget Act of 2021 that were not included in the 2020–21 Local Control and Accountability Plan (LCAP).”*

In general, LEAs have flexibility in deciding what funds are included in the LCAP and to what extent those funds are included. If the LEA received funding through the Budget Act of 2021 that it would have typically included within its LCAP, identify the funds provided in the Budget

Act of 2021 that were not included in the LCAP and provide a description of how the LEA has engaged its educational partners on the use of funds. If an LEA included the applicable funds in its adopted 2021–22 LCAP, provide this explanation.

Prompt 2: *“A description of how LEA used, or plans to use, the concentration grant add-on funding it received to increase the number of staff who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent.”*

If LEA does not receive a concentration grant or the concentration grant add-on, provide this explanation.

Describe how the LEA is using, or plans to use, the concentration grant add-on funds received consistent with California *Education Code* Section 42238.02, as amended, to increase the number of certificated staff, classified staff, or both, including custodial staff, who provide direct services to students on school campuses with greater than 55 percent unduplicated pupil enrollment, as compared to schools with an enrollment of unduplicated students that is equal to or less than 55 percent.

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

Prompt 3: *“A description of how and when the LEA engaged its educational partners on the use of one-time federal funds received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils.”*

If the LEA did not receive one-time federal funding to support recovery from the COVID-19 pandemic and the impacts of distance learning on students, provide this explanation.

Describe how and when the LEA engaged its educational partners on the use of one-time federal funds it received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on students. See the COVID-19 Relief Funding Summary Sheet web page (<https://www.cde.ca.gov/fq/cr/relieffunds.asp>) for a listing of COVID-19 relief funding and the Federal Stimulus Funding web page (<https://www.cde.ca.gov/fq/cr/>) for additional information on these funds. The LEA is not required to describe engagement that has taken place related to state funds.

Prompt 4: *“A description of how the LEA is implementing the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan, and the successes and challenges experienced during implementation.”*

If an LEA does not receive ESSER III funding, provide this explanation.

Describe the LEA’s implementation of its efforts to maintain the health and safety of students, educators, and other staff and ensure the continuity of services, as required by the federal American Rescue Plan Act of 2021, and its implementation of the federal Elementary and Secondary School Emergency Relief (ESSER) expenditure plan to date, including successes and challenges.

Prompt 5: “A description of how the LEA is using its fiscal resources received for the 2021–22 school year in a manner that is consistent with the applicable plans and is aligned with the LEA’s 2021–22 LCAP and Annual Update.”

Summarize how the LEA is using its fiscal resources received for the 2021–22 school year to implement the requirements of applicable plans in a manner that is aligned with the LEA’s 2021–22 LCAP. For purposes of responding to this prompt, “applicable plans” include the Safe Return to In-Person Instruction and Continuity of Services Plan and the ESSER III Expenditure Plan.

California Department of Education
November 2021



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 [2022-23]

General Information

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

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: 56.19%
- White: 21.68%
- African American: 10.18%
- Filipino: 3.98%
- Asian: 3.10%
- Pacific Islander: 1.33%
- American Indian: 1.77%
- Multiple Races: 1.77%

The MVMCS subgroup demographics are:

- Socio-economically Disadvantaged: 57.52%
- English Language Learners: 7.96%
- Special Education: 7.52%

Reflections: Successes

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

MVMCS has used multiple measures to review its successes. SB 98 and AB 130 have suspended the reporting of performance indicators in the Dashboard for 2020–21 and 2021–22, respectively, and therefore our successes are based on data from the 2018-19 California Dashboard, along with the most recently available state and local data. Some of MVMCS's academic and operational successes include:

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
- 2018-19 data source: <https://www.caschooldashboard.org/reports/36679186118350/2019>

MVMCS reclassified 15.7% of its EL students in Fall 2021.

All teachers, instructional aides, and principal were training in Guided Reading in Fall 2021.

We held monthly Advisory Committee (site council) and Parent Teacher Organization meetings to continue to build relationships with our

educational partners. We also held New Parent Orientations, Volunteer Trainings, and New/Prospective Parent Meetings to initiate new families to the Montessori community.

MVM staff was invited to participate in VESD's 6 LCAP committees throughout the year that include the Budget, DAC, DELAC, AAEC, Quality Works, and Foster Youth teams.

MVMCS principal completed the National Institute for School Leaders (NISL) Executive Development Program (EDP).

We hosted our first site-based summer school, August Jumpstart for 2 weeks prior to the start of the new school year in August 2021.

Six MVMCS teachers and the principal received the Comprehensive Orton Gillingham training. One (1) teacher as received the Intermediate training.

MVMCS completed our annual social-emotional learning (SEL) survey with students in grades 3-6. 86.3% of our students had a “no risk” rating on the January 2021 SEL survey.

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.

MVMCS has used multiple measures to review its needs. SB 98 and AB 130 have suspended the reporting of performance indicators in the Dashboard for 2020–21 and 2021–22, respectively, and therefore our successes are based on data from the 2018-19 California Dashboard, along with the most recently available state and local data. Some of MVMCS's academic and operational needs include:

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

2018-19 data source: <https://www.caschooldashboard.org/reports/36679186118350/2019>

Most student events, including field trips, were limited or cancelled due to COVID-19 restrictions. In the spring of 2022, we were able to host outdoor student events and resume field trips. We want to develop a plan to increase field trips in 22-23 to connect students with more world experiences.

The number of chronically absent students has increased in 2021-22 to 11% as of April 2022. In 2020-21, the number was 1.83%, which was marginally higher than the chronic absenteeism rate of 1.82% prior to school closures in March 2021. The large drop in attendance in 2021-22 was due to the quarantining requirements for COVID-19, as well as fear of contracting COVID-19 at school. We will continue to provide outreach to support families in engaging with schools to improve attendance. Despite the outreach and support with our district's attendance liaisons and school staff, there were some families and students who struggled to engage in short-term independent study and complete the

attendance/work requirements.

The 2021-22 Trimester 2 benchmark data in ELA and math are as follows:

The number of students scoring 3 and 4 on District ELA Benchmark in 3-6th is 22.8%.

The number of students scoring 3 and 4 on District Math Benchmark in 1-6th is 41.86%.

The number of students scoring I and Higher on Running Records in 1st is 48.27%

The number of students scoring M and Higher on Running Records in 2nd is 79.41%.

Based on our ELA and math results, we need to continue to implement guided reading and increase students ability to fluently read and comprehend information. Our students also need foundational math skills to understand mathematical concepts and progressions.

MVMCS completed our annual social-emotional learning (SEL) survey with students in grades 3-6. 86.3% of our students had a “no risk” rating on the January 2021 SEL survey. We would like to continue to implement SEL supports using Positive Discipline, the Zones of Regulation, and referring families to DMCC counseling or Care Solace concierge service.

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 K--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)
- Trained all instructional staff and administrator in Guided Reading.
- Six teachers and administrator trained in Orton Gillingham.
- Instructional aides participated in weekly planning and Montessori professional development for an extra hour on Fridays.

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.

Engaging Educational Partners

A summary of the process used to engage educational partners and how this 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, educational partner 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 educational partners 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.

Mountain View Montessori's Advisory Committee (school site council) consists of the principal, VESD administrators, a classified employee, certificated employees, and parent representatives. The Advisory Committee met on 8/19/21, 9/16/21, 10/21/21, 11/18/21, 12/16/21, 1/20/22, 2/17/22, 3/17/22, 4/14/22, and 5/12/22.

Mountain View Montessori Parent-Teacher Organization (MVM PTO) consists of the principal, parent/family members, and a teacher representative. The MVM PTO met on 8/12/21, 9/9/21, 10/14/21, 11/18/21, 12/9/21, 1/13/22, 2/10/22, 3/10/22, 4/14/22, and 5/19/22.

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 educational partners 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 educational partners 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. With the onset of the Local Control Funding Formula, VESD has adapted its planning process so that it is ongoing throughout the school year. Starting in 2021-22, principals held student focus groups each trimester and provided feedback. VESD currently has multiple committees, that meet the required educational partner groups and encompass representatives for our English language learners, foster children, students with disabilities, low income students, classified employees and certificated employees including their Bargaining Unit Officers, confidential

employees, administration, principals, and community members. 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 will continue to give input to VESD's Local Control Accountability Plan throughout the school year. VESD principals come together and meet 2 times each month for operational and academic planning. In addition, they take information back to their school sites to share with their educational partners through their own Site Councils, English Learner Advisory Committees, PTA/PTO/Booster Clubs, parent newsletters, staff meetings, etc. Translators were provided at meetings to ensure support for our educational partners. 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 District reached out to our educational partners to advise dates of the LCAP committee meetings through e-mails, phone calls, and the District website. The District mission and vision, LCFF funding, and current LCAP goals and actions were presented at each LCAP committee. State and local data for attendance and suspension/expulsion, student, staff, and parent surveys, SEL survey data (given 3x/year), ELA and Math were provided. Additional description/activities of each group are as follows:

Mission/Vision Study: Representation of VESD staff including 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 2022-23 LCAP.

District Advisory Committee (DAC/PAC): 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 10/29/21, 1/21/22, and 5/6/22.

District English Learner Advisory Committee (DELAC): Parents 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 9/14/21, 10/5/21, 11/2/21, 12/7/21, 1/11/22, 3/1/22, 4/5/22, and 5/3/22.

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 10/18/21, 11/15/21, 12/16/21, 1/24/22, 2/22/22, 3/14/22, 4/18/22, and 5/16/22.

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 9/13/21, 10/4/21, 11/8/21, 12/6/21, 1/31/22, 2/28/22, 4/5/22, and 5/3/22.

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 9/2/21, 11/4/21, 12/2/21, 2/10/22, and 4/14/22.

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 9/30/21, 10/28/21, 11/18/21, 12/2/21, 1/6/22, 2/10/22, 3/10/22, 4/7/22, 5/12/22, and 6/2/22.

A draft of the LCAP was provided to the Advisory Committee (AC; site council) and staff in May 2022. No additional comments were provided the AC or staff. VESD held a public hearing for the LCAP on June 1, 2022. The VESD Board approved the LCAP on June 21, 2022.

A summary of the feedback provided by specific educational partners.

There were several key trends, input, and ideas in the feedback received from all VESD educational partner groups, including MVMCS staff and families, in 2021-22. The District requested and collected feedback regarding LCAP actions from multiple educational partners during the LCAP development meetings to determine high needs and areas of concern and interest were included in the LCAP. Ideas and trends were analyzed from feedback received at meetings and surveys by specific educational partners as follows:

DELAC:

- Pilot an EL leadership class after school for students and monitor data
- Provide parent training to help prepare students for junior high school
- California Association of Bilingual Education (CABE) classes for parents in Victorville
- Training for new teachers on Guided Language Acquisition Design (GLAD) English Language Learner strategies.
- Training for teachers on Pathways to Proficiency with Thinking Maps.
- Teach students how to use tech and how to use it appropriately

AAEC:

- More support staff needed to help students
- SEL concerns, Counselors, and Social workers are needed because there are too many students for the MTSS teams
- Enrichment is needed at all schools to include crafts, and drama. Allow parents to volunteer to help with these activities after school

- Tier 2 strategies, books of resources for teachers to learn and use with struggling students

DAC/PAC:

- Provide training for teachers to learn Spanish
- Work on incentives with the public library like reading 1,000 books before kindergarten
- Connect with other organizations for scholarships/sponsorships to allow students to get into after-school programs like Tae-Kwon-Do, sports, etc.
- Funding for teachers to work before and after school activities
- Guest speakers at schools like Tae-Kwon-Do presentations to share what the community has
- Peaceful Playground at every site
- Flexible seating for students
- Awareness and support for mental health
- Training to assist with children who are hard of hearing and/or severe speech delay
- Mental health training for staff to address aggressive behavior, etc.
- Eugene Hamilton Group training offered to parents, teachers, and students in self-worth, self-love, and empathy
- Cadet Corp
- Extra budget for incentives, prizes, etc.
- Collaborate and communicate with other school sites
- Open school libraries during the summer - maybe one day a week - and give incentives to read
- Help for families before school - daycare

Quality Works

- Address social/coping skills for students and support their transition back to in-seat instruction
- Offer a Restorative class before or after school for students
- Have experienced teachers support new teachers
- Continue to focus on teacher wellness
- More resources to have books at home for students
- (VAPA) Visual and Performing Arts Framework training

Foster Youth Advisory Committee:

- Develop workshops for new foster parents to navigate the system (collaborating with Child Family Service and San Bernardino County Supt. of Schools)
- Training for staff on foster and homeless student rights
- Continue focusing on relationships with foster youth- mentors Continue to build identification of FY and identifying them through MTSS to match youth with mentors
- Create care packages for FY who are pulled from their home w/o basic items (suitcase/hygiene kits, etc)

Budget Advisory Committee:

- Continue Central Enrollment Pilot during 21-22
- Provide additional Staffing at site
- Research additional SEL support at each site
- Research providing a reading specialist

Based on the analysis of the feedback provided above, the following trends emerged:

- Research Counselors (licensing, availability)
- SEL PD: Restorative practices, Tier 2 supports
- Academic PD: VAPA, EL instruction, Orton Gillingham, reading instruction
- Increase site-based funding
- Provide enrichment opportunities

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

MVMCS's LCAP was written based on feedback MVMCS educational partners and from input from VESD's 6 LCAP committees and VESD educational partners. The trends have been analyzed and the key features to address them are in the 2022-23 LCAP. The feedback from our educational partners included the need more SEL professional development and support, restorative practices for students, and academic professional development (VAPA, EL instruction, Orton Gillingham, and reading).

Based on feedback from MVMCS committees and educational partners, along with VESD's 6 LCAP Committees and educational partner feedback, the established 3 goals will remain the same in the 22-23 LCAP:

Goal 1. All students will develop foundational educational skills.

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

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

LCAP Goal 1 pertains to achieving excellence by identifying issues that are preventing students from accessing their education and providing targeted resources. Educational partner feedback influenced the actions in this goal as follows:

- Continued professional development of administration and teachers to address students' academic, behavior, and social-emotional needs, especially those student identified as needing Tier 2 or 3 interventions.
- Including enrichment activities for students along with the academics, during the school day as well as outside of the school day.

LCAP Goal 2 pertains to professional development for all staff. Educational partner feedback influenced the actions in this goal as follows:

- Professional development should continually provided for staff on social emotional learning, in addition to academics and behavior.
- Teachers, instructional aides, and administration should continue to refine their knowledge and practice of the Montessori Method and use of its didactic materials to support conceptual understanding in core subjects and engage students in active, meaningful learning.

LCAP Goal 3 pertains to training, support and resources for our parents and community partners. Educational partner feedback influenced the actions in this goal as follows:

- Provide ongoing opportunities for students to extend and expand upon classroom learning into real-world contexts through field trips.
- Provide training and support to parents to build their skill and knowledge of the Montessori Method, Positive Discipline, SEL, foundational educational skills, and Common Core State Standards.

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 (20-21) None to report. CAASPP was not administered in 2020-21. Will be administered in 2021-22.			Decrease in students scoring 1 on CAASPP/SBAC summative assessments in ELA and Math by 5% each year.
State Priority 2: Implementation of State Standards State Priority 4: Pupil Achievement, Statewide Assessments	OUTCOME (19/20): No SBAC ELA summative assessment data reported in 19/20 due to COVID-19 school closures. MET EXPECTED OUTCOME?	The CA Dashboard will be used for 2021-22 and moving forward to measure progress. MET EXPECTED OUTCOME? Unknown. Students			

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Unknown. Students scoring 1 increased by 8.78% from 17/18 to 18/19, but no data to 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.	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. State Priority 4: Pupil Achievement, Statewide Assessments	BASELINE (19/20): Percentage of students re-classified as English Proficient: 15.78%	OUTCOME (21-22): 15.7 % of EL students (3 out of 19) reclassified in Fall 2021 based upon 20-21 ELPAC summative results. Site-based data was used to track reclassifications. The CA Dashboard will be used for 2021-22 and			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
		moving forward to measure progress. MET EXPECTED OUTCOME? Yes.			
Decrease in chronic absenteeism. State Priority 5: Pupil Engagement, Chronic Absenteeism Rates	BASELINE (19/20): Percentage of students chronically absent: 4.4%	OUTCOME (20/21) Percentage of students chronically absent as of May 2022: 4.5% SIA data was used to monitor the progress. The CA Dashboard will be used for 2021-22 and moving forward to measure progress. MET EXPECTED OUTCOME? No.			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." State Priority 6: School Climate	BASELINE (19/20): 87.59% agreed	OUTCOME (20/21) 90.41% agreed. Survey results based on end-of-year district surveys MET EXPECTED OUTCOME? Yes.			Maintain 90% or increase 1% annually.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
STUDENT SURVEY QUESTION: "I feel safe at my school." State Priority 1: Teacher Assignments, Student Access to Standards-aligned Instructional Materials, and Facilities in Good Repair	BASELINE 19/20): 100% agreed	OUTCOME (20/21) 93.15% agreed. Survey results based on end-of-year district surveys MET EXPECTED OUTCOME? No.			Maintain 90% or increase 1% annually.

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Professional Development / Collaboration	For Whom: Low Income Students, Foster Youth, and English Learners Purpose: 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).	\$11,050.00	Yes
1.2	Instructional Aides	For Whom: Low Income Students, Foster Youth, and English Learners Purpose: Instructional aides in each classroom to support learning and teaching.	\$56,325.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.3	Classroom Technology	For Whom: Low Income Students and Foster Youth Purpose: Continue investment and support for classroom technology (e.g., computers for teachers, students, admin; software).	\$8,460.00	Yes
1.4	Extended School Day	For Whom: Low Income Students, Foster Youth, and English Learners Purpose: Continue extended school day (increased by 1 hour).in order to offer more time for Montessori instruction and interventions.	\$187,950.00	Yes
1.6	Academic Interventions	For Whom: Low Income Students, Foster Youth, and English Learners Purpose: Provide funds to support targeted intervention support using research-based intervention programs in ELA and Math (e.g. MobyMax, Explode/Beyond the Code).	\$5,000.00	Yes
1.7	Student Recognition	For Whom: Low Income Students Purpose: Recognize and reward student progress for attendance, behavior, and academic achievement.	\$1,000.00	Yes
1.8	Extended Learning Opportunities	For Whom: Low Income Students and Foster Youth Purpose: Support options to explore new learning opportunities through offering after school activities and electives.	\$2,500.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.9	EL Academic Supports	For Whom: English Learners Purpose: Support English Learner students by purchasing materials that support English Language Development (e.g. Reading AZ ELL Edition, BrainPOP EL add-on).	\$2,000.00	Yes
1.10	RtI/MTSS Training	For Whom: Low Income Students, Foster Youth, and English Learners Purpose: Research and train all staff in academic Response to Intervention (RtI) programs/Multi-Tiered Systems of Support for ELA and Math.	\$1,200.00	Yes
1.11	Behavior Supports	For Whom: Low Income Students, Foster Youth Purpose: Research, revise, and train in behavior interventions, systems, and supports to support positive student behavior and SEL needs.	\$800.00	Yes
1.12	Safe and Secure Campus	For Whom: Low Income Students, Foster Youth, and English Learners Purpose: Provide a safe and secure campus for all students to learn effectively through positive and engaged student-adult interactions (Safety monitors/NDS).	\$37,420.00	No
1.13	Campus Health and Safety	For Whom: Low Income Students, Foster Youth, and English Learners Purpose: Provide supplies to support safety, health, and disaster preparedness, as needed.	\$1,000.00	No

Action #	Title	Description	Total Funds	Contributing

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.

While students within the district were able to return to in-person instruction for the 21-22 school year after attending school through distance learning in the 20-21, consistent learning was difficult to achieve due to the ongoing COVID-19 pandemic. Students and teachers who tested positive, had a significant exposure, or showed symptoms of COVID-19 were required to go on a 10-day quarantine at home. This created gaps in attendance, learning, and social-emotional needs. While students were placed on short term independent study to continue their learning many of those students continued to struggle. Some actions were difficult to implement due to interruptions to teaching and learning and COVID-19 restrictions. Some actions that were highly impacted were:

Action 1.1 was not fully implemented due to staff shortages and COVID-19 restrictions.

Action 1.7 was not fully implemented due to staff shortages and COVID-19 restrictions.

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.

Since Actions 1.1 and 1.7 were not fully implemented due to staff shortages and COVID-19 restrictions, there is a material difference between the Budgeted Expenditures and the Estimated Actual Expenditures for those actions.

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

The 21-22 school year was a difficult year for MVMCS with students returning to in-person learning from spending the 20-21 school year in distance learning. It was difficult to have consistent teaching and learning across all grade levels due to continued quarantining of students, of teachers, and of staff and evolving changes with CDPH guidelines. Despite those challenges, MVMCS had some specific actions that demonstrated progress towards reaching out goal. MVMCS reclassified 15.7 % of EL students (3 out of 19) in Fall 2021 based upon 20-21 ELPAC summative results. The percentage of students chronically absent dropped from 17% in December 2021 (as reported in the LCAP mid-year report) down to 4.5% as of May 2022. 90.41% of students agreed with the VESD survey question, "I feel comfortable going to an adult at my school if I have a problem" on the 20-21 survey. MVMCS continued to provide an extended school day and full-day instructional assistants in each classroom to support student learning. We continued to invest in technology, MTSS programs, designated EL supports, and student recognition. We also focused on building a positive and safe school culture through support of our Safety Monitors/NDS and investment in our disaster preparedness program.

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.

Goal 1 will remain the same, including its metrics, desired outcomes, and actions.

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

Goals and Actions

Goal

Goal #	Description
2	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 (19/20): 100% agreed.	OUTCOME (20/21): 100% agreed MET EXPECTED OUTCOME? Yes.			Maintain 90% or increase 1% annually.
STUDENT SURVEY QUESTION: "The adults at my school help me learn."	BASELINE (19/20): 100% agreed.	OUTCOME (20/21): 100% agreed MET EXPECTED OUTCOME? Yes.			Maintain 90% or increase 1% annually.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
STUDENT SURVEY QUESTION: “My teacher and I work together to keep track of my growth.”	BASELINE (19/20): 98.25% agreed MET EXPECTED OUTCOME? Yes.	OUTCOME (20/21): 90.41% agreed MET EXPECTED OUTCOME? Yes.			Maintain 90% or increase 1% annually.
QUALITY CHECK (STAFF) SURVEY QUESTION: “I have the training that is required to do my job.”	BASELINE (19/20): 71.43% agreed MET EXPECTED OUTCOME? No; 0.79% decrease.	OUTCOME (20/21): N/A - Survey question not given in 20/21. MET EXPECTED OUTCOME? Unknown.			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 (19/20): 88.89% agreed	OUTCOME (Dec 2021): 87.5 agreed MET EXPECTED OUTCOME? No.			Maintain 90% or increase 1% annually.
STAFF SURVEY QUESTION: “Our team collaborates effectively to improve student learning.”	BASELINE (19/20): 88.89% agreed	OUTCOME (20/21): 100% agreed. MET EXPECTED OUTCOME? Yes.			Maintain 90% or increase 1% annually.

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Montessori and Instructional Professional Development	For Whom: Low Income Students, Foster Youth, and English Learners Purpose: 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.	\$24,305.00	Yes
2.2	Montessori Training for Aides	For Whom: Low Income Students, Foster Youth, and English Learners Purpose: Formal Montessori training for instructional aides to better support in-class instruction.	\$9,580.00	Yes

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.

There are no substantive differences in planned actions and actual implementation of these actions.

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

There are no material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

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

The 21-22 school year was a difficult year for MVMCS with students returning to in-person learning from spending the 20-21 school year in distance learning. It was difficult to have consistent teaching and learning across all grade levels due to continued quarantining of students, of teachers, and of staff and evolving changes with CDPH guidelines. Despite those challenges, MVMCS had some specific actions that demonstrated progress towards reaching out goal. We were able to offer our instructional aides remote/online Montessori training through CGMS and staff was able to attend the first National Center for Public in the Montessori Sector (NCMPS) conference in May 2022. The 20-21 VESD end-of-year survey data has also demonstrated progress towards Goal 2 with 100% of students agreeing with the survey questions,

"The adults at my school expect me to learn, make the best choices, follow rules and do my best" and "The adults at my school help me learn," as well as 100% of staff also agreeing with the survey question "Our team collaborates effectively to improve student learning."

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.

Goal 2 will remain the same, including its metrics, desired outcomes, and actions.

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

Goals and Actions

Goal

Goal #	Description
3	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 (19/20): 95.83% agreed	OUTCOME (20/21): 98.11% agreed MET EXPECTED OUTCOME? Yes.			Maintain 90% or increase 1% annually.
PARENT SURVEY QUESTION: "My student is being challenged academically."	BASELINE (19/20): 95.83% agreed	OUTCOME (20/21): 86.79% agreed MET EXPECTED OUTCOME? No.			Maintain 90% or increase 1% annually.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
PARENT SURVEY QUESTION: “I have a clear understanding of my school’s focus and trust my school is using innovative strategies.”	BASELINE (19/20): 95.83% agreed	OUTCOME (20/21): 94.34% agreed MET EXPECTED OUTCOME? Yes.			Maintain 90% or increase 1% annually.

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Field Trips	For Whom: Low Income Students, Foster Youth, and English Learners Purpose: Students participate in approximately 4 field trips annually to extend their classroom learning to real-world contexts.	\$15,000.00	Yes
3.2	Parent / Family Supports	For Whom: Low Income Students, Foster Youth, and English Learners Purpose: MVM parents/families are offered trainings, meetings, and/or resources to support their understanding of CCSS, Montessori education, and parenting.	\$1,000.00	Yes

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.

While students within the district were able to return to in-person instruction for the 21-22 school year after attending school through distance learning in the 20-21, consistent learning was difficult to achieve due to the ongoing COVID-19 pandemic. Students and teachers who tested

positive, had a significant exposure, or showed symptoms of COVID-19 were required to go on a 10-day quarantine at home. This created gaps in attendance, learning, and social-emotional needs. While students were placed on short term independent study to continue their learning many of those students continued to struggle. Some actions were difficult to implement due to interruptions to teaching and learning and COVID-19 restrictions. Some actions that were highly impacted were:

Action 3.1 was not fully implemented due COVID-19 restrictions and lack of transportation.

Action 3.2 was not fully implemented due to COVID-19 restrictions, hindering onsite parent involvement.

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.

Since Actions 3.1 and 3.2 were not fully implemented due to COVID-19 restrictions and lack of transportation, there is a material difference between the Budgeted Expenditures and the Estimated Actual Expenditures for those actions.

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

The 21-22 school year was a difficult year for MVMCS with students returning to in-person learning from spending the 20-21 school year in distance learning. It was difficult to have consistent teaching and learning across all grade levels due to continued quarantining of students, of teachers, and of staff and evolving changes with CDPH guidelines. Despite those challenges, MVMCS had some specific actions that demonstrated progress towards reaching this goal. We were able to order supplies for Montessori-based parent trainings and schedule a year-end field trip for all students to attend. The 20-21 VESD end-of-year survey data has also demonstrated progress towards Goal 2 with 98.11% of parents agreeing with the survey question, "I am given the opportunity to be part of my child's education working together to help my child."

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.

Goal 3 will remain the same, including its metrics, desired outcomes, and actions.

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

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2022-23]

Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)
\$281,194	\$8,222

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
12.99%	0	\$23,581.10	14.30%

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

Required Descriptions

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

Goal 1

Action 1.1: Professional Development / Collaboration

Needs, Conditions, Circumstances: The MVMCS student community is currently comprised of 57.52% of students who qualify as low-income and 7.96% of students designated as English Language Learners. The 2019 CA Dashboard shows that our low-income students maintained in ELA (dropped 1.4 points) as well as in Math (increased 2.4 points), but did not make significant gains. Although we do not have CAASPP data for our ELL students, they typically have greater needs to address due to challenges with academic language. We do not currently have foster youth enrolled or previous data, but anticipate that foster youth students may also need more support due to instability and movement of school, which would likely have a negative impact on academics. In order to differentiate and meet the needs of those students, teachers are allotted 4 planning/collaboration days each school year to review assessment data, plan for small group instruction, and to adjust their long-range plans based upon the needs of their students, including our unduplicated pupils.

Action(s): MVMCS will provide release time for professional development and collaboration to support CCSS implementation for all students (creation of assessments, rubrics, articulation, college/career projects).

Continuance: This action has been effective as measured by the 2018-19 ELA CAASPP scores for socioeconomically disadvantaged (low income) students that averaged at 27.5 points above standard (green indicator) and maintained scores from 2017-18 and scores for English Learner students averaged at 59.8 points above standard (no indicator color), increasing 16.9 points from 2017-18. On the 2018-19 Math CAASPP, scores for socioeconomically disadvantaged (low income) students averaged at 10.8 points above standard (green indicator) and maintained scores from 2017-18 and scores for English Learner students averaged at 40.5 points above standard (no indicator color), increasing 18.7 points from 2017-18. Additionally, 100% of staff agreed with the survey question, “Our team collaborates effectively to improve student learning” on the 21-22 Midyear Staff Survey (site-based).

Expected Outcome(s): Due to this action, we expect a decrease in low-income and ELL students scoring 1 on CAASPP/SBAC summative assessments in ELA and Math by 5% each year.

Action 1.2: Instructional Aides

Needs, Conditions, Circumstances: In order to support small group instruction and individualized student-centered learning, which are key elements to the Montessori environment, each classroom needs the support of an instructional aide during independent work time, which comprises the majority of the school day. This individualized learning and extra adult supports directly contribute to our low-income, ELL, and foster youth students closing gaps and making academic gains.

Action(s): MVMCS will employ 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.

Continuance: This action has been effective as measured by the 2018-19 ELA CAASPP scores for socioeconomically disadvantaged (low income) students that averaged at 27.5 points above standard (green indicator) and maintained scores from 2017-18 and scores for English Learner students averaged at 59.8 points above standard (no indicator color), increasing 16.9 points from 2017-18. On the 2018-19 Math CAASPP, scores for socioeconomically disadvantaged (low income) students averaged at 10.8 points above standard (green indicator) and maintained scores from 2017-18 and scores for English Learner students averaged at 40.5 points above standard (no indicator color), increasing 18.7 points from 2017-18.

Expected Outcome(s): Due to this action, we expect a decrease in low-income and ELL students scoring 1 on CAASPP/SBAC summative assessments in ELA and Math by 5% each year.

Action 1.3: Classroom Technology

Needs, Conditions, Circumstances: The MVMCS student community is currently comprised of 57.52% of students who qualify as low-income and may not have access at home to technology to build their 21st century skills in being effective, ethical users of technology and to support their academic growth. Any foster youth enrolled in the future at MVMCS may also have no or limited access to technology. Additionally, most academic and intervention programs are now accessible on the internet or through applications and have the capability of identifying specific student needs and tracking data for progress monitoring.

Action(s): MVMCS will continue investment and support for classroom technology and infrastructure (e.g., computers for teachers, students, and administrators; and software).

Continuance: This action has been effective as measured by the 2018-19 ELA CAASPP scores for socioeconomically disadvantaged (low income) students that averaged at 27.5 points above standard (green indicator) and maintained scores from 2017-18. On the 2018-19 Math CAASPP, scores for socioeconomically disadvantaged (low income) students averaged at 10.8 points above standard (green indicator) and maintained scores from 2017-18.

Expected Outcome(s): Due to this action, we expect a decrease in low-income and ELL students scoring 1 on CAASPP/SBAC summative assessments in ELA and Math by 5% each year.

Action 1.4: Extended School Day

Needs, Conditions, Circumstances: In order to support small group instruction and individualized student-centered learning, which are key elements to the Montessori environment, along with meeting the CA Common Core State Standards, and having time for daily interventions, more instructional time is needed each school day to meet the needs of our low-income, ELL, and foster youth students.

Action(s): MVMCS will continue its extended school day (increased by 1 hour) for Kindergarten through 6th grade.

Continuance: This action has been effective as measured by the 2018-19 ELA CAASPP scores for socioeconomically disadvantaged (low income) students that averaged at 27.5 points above standard (green indicator) and maintained scores from 2017-18. On the 2018-19 Math CAASPP, scores for socioeconomically disadvantaged (low income) students averaged at 10.8 points above standard (green indicator) and maintained scores from 2017-18.

Expected Outcome(s): Due to this action, we expect a decrease in low-income and ELL students scoring 1 on CAASPP/SBAC summative assessments in ELA and Math by 5% each year.

Action 1.6: Academic Interventions

Needs, Conditions, Circumstances: The 2019 CA Dashboard shows that our low-income students maintained in ELA (dropped 1.4 points) as well as in Math (increased 2.4 points), but did not make significant gains. Although we do not have CAASPP data for our ELL students, they typically have greater needs to address due to challenges with academic language. We do not currently have foster youth enrolled or previous data, but anticipate that foster youth students may also need more support due to instability and movement of school, which would likely have a negative impact on academics. Thus, research-based intervention programs are needed to address learning gaps for our low-income, ELL, and foster youth students.

Action(s): MVMCS will provide funds to support targeted intervention support using research-based intervention programs in ELA and Math (e.g. MobyMax, Explode/Beyond the Code).

Continuance: This action has been effective as measured by the 2018-19 ELA CAASPP scores for socioeconomically disadvantaged (low income) students that averaged at 27.5 points above standard (green indicator) and maintained scores from 2017-18 and scores for English

Learner students averaged at 59.8 points above standard (no indicator color), increasing 16.9 points from 2017-18. On the 2018-19 Math CAASPP, scores for socioeconomically disadvantaged (low income) students averaged at 10.8 points above standard (green indicator) and maintained scores from 2017-18 and scores for English Learner students averaged at 40.5 points above standard (no indicator color), increasing 18.7 points from 2017-18.

Expected Outcome(s): Due to this action, we expect a decrease in low-income and ELL students scoring 1 on CAASPP/SBAC summative assessments in ELA and Math by 5% each year.

Action 1.7: Student Recognition

Needs, Conditions, Circumstances: Results from the 2018-19 CA Dashboard showed that the percentage for socioeconomically disadvantaged (low income) students averaged at 16.1% of students being designated as chronically absent (orange indicator), increasing by 5.1% from 2017-18. Additionally, the percentage for socioeconomically disadvantaged (low income) students averaged at 1.4% of students being suspended at least once (orange indicator), increasing by 1.4% from 2017-18. Good attendance and good behavior for those students can be positively reinforced through recognizing student progress in those areas.

Action(s): MVMCS will 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.

Continuance: To promote good attendance and behavior this school year, MVMCS continued to acknowledge students' good attendance and good behavior trimesterly. Our chronic absenteeism rate dropped from 12% in December 2021 (as reported in SIA) to 4.5% as of May 2022.

Expected Outcome(s): Decrease in percentage of low-income students chronically absent by 1% each year.

Action 1.8: Expanded Learning Opportunities

Needs, Conditions, Circumstances: The MVMCS student community is currently comprised of 57.52% of students who qualify as low-income, whose families may not have the financial means to enroll their students in after school or enrichment programs. The families of any foster youth enrolled in the future at MVMCS may also not have the financial means for such programs as well. Results from the 2018-19 CA Dashboard showed that the percentage for socioeconomically disadvantaged (low income) students averaged at 16.1% of students being designated as chronically absent (orange indicator), increasing by 5.1% from 2017-18. Students who struggle with attendance may be more motivated to come to school if they have after school enrichment activities to look forward to at the end of the school day.

Action(s): MVMCS will 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.

Continuance: MVMCS would offer after school robotics and intramural sports programs to students in grades 4-6 and would offer Friday electives to all students in TK-6. These programs offered enrichment opportunities for our low-income students at no cost to the family. In May 2021, MVMCS parents completed the MVM Expanded Learning Opportunities Grant Survey in May 2021 to assess the wants and needs of their students. 78.3% of the families surveyed indicated the desire for MVMCS to offer after school programs.

Expected Outcome(s): Re-establish after school programs in 2022-23 to include enrichment and academic programs to excite and engage students. Decrease in percentage of low-income students chronically absent by 1% each year.

Action 1.9: EL Academic Supports

Needs, Conditions, Circumstances: The MVMCS student community is currently comprised of 7.96% of students designated as English Language Learners. 15.7 % of EL students (3 out of 19) were reclassified in Fall 2021 based upon 20-21 ELPAC summative results.

Action(s): MVMCS will support English Learner students by purchasing materials that support English Language Development (e.g. Reading A-Z ELL Edition, BrainPOP EL add-on).

Continuance: This action has been effective as measured by the 2018-19 ELA CAASPP scores for English Learner students which averaged at 59.8 points above standard (no indicator color), increasing 16.9 points from 2017-18. On the 2018-19 Math CAASPP, scores for English Learner students averaged at 40.5 points above standard (no indicator color), increasing 18.7 points from 2017-18. MVMCS also reclassified more than 10% of its EL students in 21-22 (15.7%) and in 19-20 (15.78%).

Expected Outcome(s): Maintain or increase re-classification of 10% or more of EL students each year.

Action 1.10: RtI/MTSS Training

Needs, Conditions, Circumstances: The 2019 CA Dashboard shows that our low-income students maintained in ELA (dropped 1.4 points) as well as in Math (increased 2.4 points), but did not make significant gains. Although we do not have CAASPP data for our ELL students, they typically have greater needs to address due to challenges with academic language. We do not currently have foster youth enrolled or previous data, but anticipate that foster youth students may also need more support due to instability and movement of school, which would likely have a negative impact on academics. Thus, research-based intervention programs are needed to address learning gaps for our low-income, ELL, and foster youth students.

Action(s): MVMCS will research and train all staff in academic Response to Intervention (RtI) programs/Multi-Tiered Systems of Support for ELA and Math.

Continuance: This action has been effective as measured by the 2018-19 ELA CAASPP scores for socioeconomically disadvantaged (low income) students that averaged at 27.5 points above standard (green indicator) and maintained scores from 2017-18 and scores for English Learner students averaged at 59.8 points above standard (no indicator color), increasing 16.9 points from 2017-18. On the 2018-19 Math CAASPP, scores for socioeconomically disadvantaged (low income) students averaged at 10.8 points above standard (green indicator) and maintained scores from 2017-18 and scores for English Learner students averaged at 40.5 points above standard (no indicator color), increasing 18.7 points from 2017-18.

Expected Outcome(s): Due to this action, we expect a decrease in low-income and ELL students scoring 1 on CAASPP/SBAC summative assessments in ELA and Math by 5% each year.

Action 1.11: Behavior Supports

Needs, Conditions, Circumstances: The percentage for socioeconomically disadvantaged (low income) students averaged at 1.4% of students being suspended at least once (orange indicator), increasing by 1.4% from 2017-18. We do not currently have foster youth enrolled or previous data, but anticipate that foster youth students enrolled in the future may also need more support due to instability and movement of school, which would likely have a negative impact on behavior. Good behavior for those students can be positively reinforced through consistent use and application of Positive Discipline and SEL supports, such as the Zones of Regulation.

Action(s): MVMCS will research, revise, and/or train in behavior interventions, systems, supports.

Continuance: Although the suspension rate for our low-income students went from 0% to 1.4% in 2018-19, the overall suspension rate schoolwide was just 1.2% of its population. MVMCS only had an overall 0.4% suspension rate in 2017-18 and 1.5% in 2016-17. New staff is trained each year in Positive Discipline

Expected Outcome(s): Due to this action, we expect to maintain a suspension rate of less than 2% for low-income students.

Goal 2

Action 2.1: Montessori & Instructional Professional Development

Needs, Conditions, Circumstances: The MVMCS student community is currently comprised of 57.52% of students who qualify as low-income and 7.96% of students designated as English Language Learners. The 2019 CA Dashboard shows that our low-income students maintained in ELA (dropped 1.4 points) as well as in Math (increased 2.4 points), but did not make significant gains. Although we do not have CAASPP data for our ELL students, they typically have greater needs to address due to challenges with academic language. We do not currently have foster youth enrolled or previous data, but anticipate that foster youth students may also need more support due to instability and movement of school, which would likely have a negative impact on academics. In order to keep up to date on best instructional practices and research-based interventions, MVMCS instructional staff should continue to develop their skills and strategies by engaging in professional development opportunities.

Action(s): MVMCS staff will attend the annual Montessori national conference and participate in training provided by VESD Educational Services (such as Kagan, Singapore, Thinking Maps, Designated Instruction) as well as out-of-district trainings.

Continuance: This action has been effective as measured by the 2018-19 ELA CAASPP scores for socioeconomically disadvantaged (low income) students that averaged at 27.5 points above standard (green indicator) and maintained scores from 2017-18 and scores for English Learner students averaged at 59.8 points above standard (no indicator color), increasing 16.9 points from 2017-18. On the 2018-19 Math CAASPP, scores for socioeconomically disadvantaged (low income) students averaged at 10.8 points above standard (green indicator) and maintained scores from 2017-18 and scores for English Learner students averaged at 40.5 points above standard (no indicator color), increasing 18.7 points from 2017-18. Additionally, 100% of staff agreed with the survey question, "Our team collaborates effectively to improve student learning" on the 21-22 Midyear Staff Survey (site-based).

Expected Outcome(s): Due to this action, we expect a decrease in low-income and ELL students scoring 1 on CAASPP/SBAC summative assessments in ELA and Math by 5% each year.

Action 2.1: Montessori Training for Aides

Needs, Conditions, Circumstances: In order to support small group instruction and individualized student-centered learning, which are key elements to the Montessori environment, each classroom needs the support of an instructional aide during independent work time, which comprises the majority of the school day. When aides receive formal Montessori training from their certified teacher or through Montessori organizations, they can better support the learning of students whom they are working with during the independent work time. This individualized learning and extra adult supports directly contribute to our low-income, ELL, and foster youth students closing gaps and making academic gains.

Action(s): MVMCS will offer 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.

Continuance: This action has been effective as measured by the 2018-19 ELA CAASPP scores for socioeconomically disadvantaged (low income) students that averaged at 27.5 points above standard (green indicator) and maintained scores from 2017-18 and scores for English Learner students averaged at 59.8 points above standard (no indicator color), increasing 16.9 points from 2017-18. On the 2018-19 Math CAASPP, scores for socioeconomically disadvantaged (low income) students averaged at 10.8 points above standard (green indicator) and maintained scores from 2017-18 and scores for English Learner students averaged at 40.5 points above standard (no indicator color), increasing 18.7 points from 2017-18. Additionally, 100% of staff agreed with the survey question, "Our team collaborates effectively to improve student learning" on the 21-22 Midyear Staff Survey (site-based).

Expected Outcome(s): Due to this action, we expect a decrease in low-income and ELL students scoring 1 on CAASPP/SBAC summative assessments in ELA and Math by 5% each year.

Goal 3

Action 3.1: Field Trips

Needs, Conditions, Circumstances: The MVMCS student community is currently comprised of 57.52% of students who qualify as low-income, whose families may not have the financial means to offer enrichment opportunities to help students extend and apply classroom learning to real-world experiences and contexts. The families of any foster youth enrolled in the future at MVMCS may also not have the financial means for such opportunities as well. Results from the 2018-19 CA Dashboard showed that the percentage for socioeconomically disadvantaged (low income) students averaged at 16.1% of students being designated as chronically absent (orange indicator), increasing by

5.1% from 2017-18. Students who struggle with attendance may be more motivated to come to school if they have field trips to look forward to during the school day.

Action(s): 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.

Continuance: MVMCS students typically have 4 grade-level field trips each year to help students extend and apply classroom learning to real-world experiences and contexts. 78.3% of the families surveyed indicated the desire for MVMCS to offer after school programs. In May 2021, MVMCS parents completed the MVM Expanded Learning Opportunities Grant Survey in May 2021 to assess the wants and needs of their students. 78.3% of the families surveyed indicated the desire for MVMCS to offer enrichment opportunities to their students.

Expected Outcome(s): Re-establish after grade-level field trips in 2022-23 to offer ongoing enrichment opportunities to low-income and foster youth students. Decrease in percentage of low-income students chronically absent by 1% each year.

Action 3.2: Parent/Family Supports

Needs, Conditions, Circumstances: On the 20-21 district parent survey, only 86.79% of responding parents agreed with the question, "My student is being challenged academically." Additionally, the number of parents who agreed with the question, "I have a clear understanding of my school's focus and trust my school is using innovative strategies" slightly decreased from 95.83% to 94.34%. If parents do not have a good understanding of CCSS, NGSS, and the tenets of the Montessori Method, which is our school's focus, they may not know what innovative strategies are being used at school, how their child is being challenged, or how to support their child at home academically.

Action(s): MVM parents will be 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.

Continuance: Before school closures in March of 2022, the effectiveness of this goal was evidenced by 95.83% of responding parents agreeing with the questions, "My student is being challenged academically" and "I have a clear understanding of my school's focus and trust my school is using innovative strategies."

Expected Outcome(s): Maintain positive feedback of 90% or increase 1% annually on parent survey questions.

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

Action 1.1: Professional Development / Collaboration

Needs, Conditions, Circumstances: The MVMCS student community is currently comprised of 57.52% of students who qualify as low-income and 7.96% of students designated as English Language Learners. The 2019 CA Dashboard shows that our low-income students maintained in ELA (dropped 1.4 points) as well as in Math (increased 2.4 points), but did not make significant gains. Although we do not have CAASPP data for our ELL students, they typically have greater needs to address due to challenges with academic language. We do not currently have foster youth enrolled or previous data, but anticipate that foster youth students may also need more support due to instability and movement of school, which would likely have a negative impact on academics. In order to differentiate and meet the needs of those students, teachers are allotted 4 planning/collaboration days each school year to review assessment data, plan for small group instruction, and to adjust their long-range plans based upon the needs of their students, including our unduplicated pupils.

Action(s): MVMCS will provide release time for professional development and collaboration to support CCSS implementation for all students (creation of assessments, rubrics, articulation, college/career projects).

Continuance: This action has been effective as measured by the 2018-19 ELA CAASPP scores for socioeconomically disadvantaged (low income) students that averaged at 27.5 points above standard (green indicator) and maintained scores from 2017-18 and scores for English Learner students averaged at 59.8 points above standard (no indicator color), increasing 16.9 points from 2017-18. On the 2018-19 Math CAASPP, scores for socioeconomically disadvantaged (low income) students averaged at 10.8 points above standard (green indicator) and maintained scores from 2017-18 and scores for English Learner students averaged at 40.5 points above standard (no indicator color), increasing 18.7 points from 2017-18. Additionally, 100% of staff agreed with the survey question, "Our team collaborates effectively to improve student learning" on the 21-22 Midyear Staff Survey (site-based).

Expected Outcome(s): Due to this action, we expect a decrease in low-income and ELL students scoring 1 on CAASPP/SBAC summative assessments in ELA and Math by 5% each year.

Action 1.2: Instructional Aides

Needs, Conditions, Circumstances: In order to support small group instruction and individualized student-centered learning, which are key elements to the Montessori environment, each classroom needs the support of an instructional aide during independent work time, which comprises the majority of the school day. This individualized learning and extra adult supports directly contribute to our low-income, ELL, and foster youth students closing gaps and making academic gains.

Action(s): MVMCS will employ 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.

Continuance: This action has been effective as measured by the 2018-19 ELA CAASPP scores for socioeconomically disadvantaged (low income) students that averaged at 27.5 points above standard (green indicator) and maintained scores from 2017-18 and scores for English Learner students averaged at 59.8 points above standard (no indicator color), increasing 16.9 points from 2017-18. On the 2018-19 Math CAASPP, scores for socioeconomically disadvantaged (low income) students averaged at 10.8 points above standard (green indicator) and maintained scores from 2017-18 and scores for English Learner students averaged at 40.5 points above standard (no indicator color), increasing 18.7 points from 2017-18.

Expected Outcome(s): Due to this action, we expect a decrease in low-income and ELL students scoring 1 on CAASPP/SBAC summative assessments in ELA and Math by 5% each year.

Action 1.3: Classroom Technology

Needs, Conditions, Circumstances: The MVMCS student community is currently comprised of 57.52% of students who qualify as low-income and may not have access at home to technology to build their 21st century skills in being effective, ethical users of technology and to support their academic growth. Any foster youth enrolled in the future at MVMCS may also have no or limited access to technology. Additionally, most academic and intervention programs are now accessible on the internet or through applications and have the capability of identifying specific student needs and tracking data for progress monitoring.

Action(s): MVMCS will continue investment and support for classroom technology and infrastructure (e.g., computers for teachers, students, and administrators; and software).

Continuance: This action has been effective as measured by the 2018-19 ELA CAASPP scores for socioeconomically disadvantaged (low income) students that averaged at 27.5 points above standard (green indicator) and maintained scores from 2017-18. On the 2018-19 Math CAASPP, scores for socioeconomically disadvantaged (low income) students averaged at 10.8 points above standard (green indicator) and maintained scores from 2017-18.

Expected Outcome(s): Due to this action, we expect a decrease in low-income and ELL students scoring 1 on CAASPP/SBAC summative assessments in ELA and Math by 5% each year.

Action 1.4: Extended School Day

Needs, Conditions, Circumstances: In order to support small group instruction and individualized student-centered learning, which are key elements to the Montessori environment, along with meeting the CA Common Core State Standards, and having time for daily interventions, more instructional time is needed each school day to meet the needs of our low-income, ELL, and foster youth students.

Action(s): MVMCS will continue its extended school day (increased by 1 hour) for Kindergarten through 6th grade.

Continuance: This action has been effective as measured by the 2018-19 ELA CAASPP scores for socioeconomically disadvantaged (low income) students that averaged at 27.5 points above standard (green indicator) and maintained scores from 2017-18. On the 2018-19 Math CAASPP, scores for socioeconomically disadvantaged (low income) students averaged at 10.8 points above standard (green indicator) and maintained scores from 2017-18.

Expected Outcome(s): Due to this action, we expect a decrease in low-income and ELL students scoring 1 on CAASPP/SBAC summative assessments in ELA and Math by 5% each year.

Action 1.6: Academic Interventions

Needs, Conditions, Circumstances: The 2019 CA Dashboard shows that our low-income students maintained in ELA (dropped 1.4 points) as well as in Math (increased 2.4 points), but did not make significant gains. Although we do not have CAASPP data for our ELL students, they typically have greater needs to address due to challenges with academic language. We do not currently have foster youth enrolled or previous data, but anticipate that foster youth students may also need more support due to instability and movement of school, which would likely have a negative impact on academics. Thus, research-based intervention programs are needed to address learning gaps for our low-income, ELL, and foster youth students.

Action(s): MVMCS will provide funds to support targeted intervention support using research-based intervention programs in ELA and Math (e.g. MobyMax, Explode/Beyond the Code).

Continuance: This action has been effective as measured by the 2018-19 ELA CAASPP scores for socioeconomically disadvantaged (low income) students that averaged at 27.5 points above standard (green indicator) and maintained scores from 2017-18 and scores for English Learner students averaged at 59.8 points above standard (no indicator color), increasing 16.9 points from 2017-18. On the 2018-19 Math

CAASPP, scores for socioeconomically disadvantaged (low income) students averaged at 10.8 points above standard (green indicator) and maintained scores from 2017-18 and scores for English Learner students averaged at 40.5 points above standard (no indicator color), increasing 18.7 points from 2017-18.

Expected Outcome(s): Due to this action, we expect a decrease in low-income and ELL students scoring 1 on CAASPP/SBAC summative assessments in ELA and Math by 5% each year.

Action 1.7: Student Recognition

Needs, Conditions, Circumstances: Results from the 2018-19 CA Dashboard showed that the percentage for socioeconomically disadvantaged (low income) students averaged at 16.1% of students being designated as chronically absent (orange indicator), increasing by 5.1% from 2017-18. Additionally, the percentage for socioeconomically disadvantaged (low income) students averaged at 1.4% of students being suspended at least once (orange indicator), increasing by 1.4% from 2017-18. Good attendance and good behavior for those students can be positively reinforced through recognizing student progress in those areas.

Action(s): MVMCS will 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.

Continuance: To promote good attendance and behavior this school year, MVMCS continued to acknowledge students' good attendance and good behavior trimesterly. Our chronic absenteeism rate dropped from 12% in December 2021 (as reported in SIA) to 4.5% as of May 2022.

Expected Outcome(s): Decrease in percentage of low-income students chronically absent by 1% each year.

Action 1.8: Expanded Learning Opportunities

Needs, Conditions, Circumstances: The MVMCS student community is currently comprised of 57.52% of students who qualify as low-income, whose families may not have the financial means to enroll their students in after school or enrichment programs. The families of any foster youth enrolled in the future at MVMCS may also not have the financial means for such programs as well. Results from the 2018-19 CA Dashboard showed that the percentage for socioeconomically disadvantaged (low income) students averaged at 16.1% of students being designated as chronically absent (orange indicator), increasing by 5.1% from 2017-18. Students who struggle with attendance may be more motivated to come to school if they have after school enrichment activities to look forward to at the end of the school day.

Action(s): MVMCS will 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.

Continuance: MVMCS would offer after school robotics and intramural sports programs to students in grades 4-6 and would offer Friday electives to all students in TK-6. These programs offered enrichment opportunities for our low-income students at no cost to the family. In May 2021, MVMCS parents completed the MVM Expanded Learning Opportunities Grant Survey in May 2021 to assess the wants and needs of their students. 78.3% of the families surveyed indicated the desire for MVMCS to offer after school programs.

Expected Outcome(s): Re-establish after school programs in 2022-23 to include enrichment and academic programs to excite and engage students. Decrease in percentage of low-income students chronically absent by 1% each year.

Action 1.9: EL Academic Supports

Needs, Conditions, Circumstances: The MVMCS student community is currently comprised of 7.96% of students designated as English Language Learners. 15.7 % of EL students (3 out of 19) were reclassified in Fall 2021 based upon 20-21 ELPAC summative results.

Action(s): MVMCS will support English Learner students by purchasing materials that support English Language Development (e.g. Reading A-Z ELL Edition, BrainPOP EL add-on).

Continuance: This action has been effective as measured by the 2018-19 ELA CAASPP scores for English Learner students which averaged at 59.8 points above standard (no indicator color), increasing 16.9 points from 2017-18. On the 2018-19 Math CAASPP, scores for English Learner students averaged at 40.5 points above standard (no indicator color), increasing 18.7 points from 2017-18. MVMCS also reclassified more than 10% of its EL students in 21-22 (15.7%) and in 19-20 (15.78%).

Expected Outcome(s): Maintain or increase re-classification of 10% of more of EL students each year.

Action 1.10: RtI/MTSS Training

Needs, Conditions, Circumstances: The 2019 CA Dashboard shows that our low-income students maintained in ELA (dropped 1.4 points) as well as in Math (increased 2.4 points), but did not make significant gains. Although we do not have CAASPP data for our ELL students, they typically have greater needs to address due to challenges with academic language. We do not currently have foster youth enrolled or previous data, but anticipate that foster youth students may also need more support due to instability and movement of school, which would likely have a negative impact on academics. Thus, research-based intervention programs are needed to address learning gaps for our low-income, ELL, and foster youth students.

Action(s): MVMCS will research and train all staff in academic Response to Intervention (RtI) programs/Multi-Tiered Systems of Support for ELA and Math.

Continuance: This action has been effective as measured by the 2018-19 ELA CAASPP scores for socioeconomically disadvantaged (low income) students that averaged at 27.5 points above standard (green indicator) and maintained scores from 2017-18 and scores for English Learner students averaged at 59.8 points above standard (no indicator color), increasing 16.9 points from 2017-18. On the 2018-19 Math CAASPP, scores for socioeconomically disadvantaged (low income) students averaged at 10.8 points above standard (green indicator) and maintained scores from 2017-18 and scores for English Learner students averaged at 40.5 points above standard (no indicator color), increasing 18.7 points from 2017-18.

Expected Outcome(s): Due to this action, we expect a decrease in low-income and ELL students scoring 1 on CAASPP/SBAC summative assessments in ELA and Math by 5% each year.

Action 1.11: Behavior Supports

Needs, Conditions, Circumstances: The percentage for socioeconomically disadvantaged (low income) students averaged at 1.4% of students being suspended at least once (orange indicator), increasing by 1.4% from 2017-18. We do not currently have foster youth enrolled or previous data, but anticipate that foster youth students enrolled in the future may also need more support due to instability and movement of school, which would likely have a negative impact on behavior. Good behavior for those students can be positively reinforced through consistent use and application of Positive Discipline and SEL supports, such as the Zones of Regulation.

Action(s): MVMCS will research, revise, and/or train in behavior interventions, systems, supports.

Continuance: Although the suspension rate for our low-income students went from 0% to 1.4% in 2018-19, the overall suspension rate schoolwide was just 1.2% of its population. MVMCS only had an overall 0.4% suspension rate in 2017-18 and 1.5% in 2016-17. New staff is trained each year in Positive Discipline

Expected Outcome(s): Due to this action, we expect to maintain a suspension rate of less than 2% for low-income students.

Goal 2

Action 2.1: Montessori & Instructional Professional Development

Needs, Conditions, Circumstances: The MVMCS student community is currently comprised of 57.52% of students who qualify as low-income and 7.96% of students designated as English Language Learners. The 2019 CA Dashboard shows that our low-income students maintained in ELA (dropped 1.4 points) as well as in Math (increased 2.4 points), but did not make significant gains. Although we do not have CAASPP data for our ELL students, they typically have greater needs to address due to challenges with academic language. We do not currently have foster youth enrolled or previous data, but anticipate that foster youth students may also need more support due to instability and movement of school, which would likely have a negative impact on academics. In order to keep up to date on best instructional practices and research-based interventions, MVMCS instructional staff should continue to develop their skills and strategies by engaging in professional development opportunities.

Action(s): MVMCS staff will attend the annual Montessori national conference and participate in training provided by VESD Educational Services (such as Kagan, Singapore, Thinking Maps, Designated Instruction) as well as out-of-district trainings.

Continuance: This action has been effective as measured by the 2018-19 ELA CAASPP scores for socioeconomically disadvantaged (low income) students that averaged at 27.5 points above standard (green indicator) and maintained scores from 2017-18 and scores for English Learner students averaged at 59.8 points above standard (no indicator color), increasing 16.9 points from 2017-18. On the 2018-19 Math CAASPP, scores for socioeconomically disadvantaged (low income) students averaged at 10.8 points above standard (green indicator) and maintained scores from 2017-18 and scores for English Learner students averaged at 40.5 points above standard (no indicator color), increasing 18.7 points from 2017-18. Additionally, 100% of staff agreed with the survey question, "Our team collaborates effectively to improve student learning" on the 21-22 Midyear Staff Survey (site-based).

Expected Outcome(s): Due to this action, we expect a decrease in low-income and ELL students scoring 1 on CAASPP/SBAC summative assessments in ELA and Math by 5% each year.

Action 2.1: Montessori Training for Aides

Needs, Conditions, Circumstances: In order to support small group instruction and individualized student-centered learning, which are key elements to the Montessori environment, each classroom needs the support of an instructional aide during independent work time, which comprises the majority of the school day. When aides receive formal Montessori training from their certified teacher or through Montessori organizations, they can better support the learning of students whom they are working with during the independent work time. This individualized learning and extra adult supports directly contribute to our low-income, ELL, and foster youth students closing gaps and making academic gains.

Action(s): MVMCS will offer 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.

Continuance: This action has been effective as measured by the 2018-19 ELA CAASPP scores for socioeconomically disadvantaged (low income) students that averaged at 27.5 points above standard (green indicator) and maintained scores from 2017-18 and scores for English Learner students averaged at 59.8 points above standard (no indicator color), increasing 16.9 points from 2017-18. On the 2018-19 Math CAASPP, scores for socioeconomically disadvantaged (low income) students averaged at 10.8 points above standard (green indicator) and maintained scores from 2017-18 and scores for English Learner students averaged at 40.5 points above standard (no indicator color),

increasing 18.7 points from 2017-18. Additionally, 100% of staff agreed with the survey question, “Our team collaborates effectively to improve student learning” on the 21-22 Midyear Staff Survey (site-based).
Expected Outcome(s): Due to this action, we expect a decrease in low-income and ELL students scoring 1 on CAASPP/SBAC summative assessments in ELA and Math by 5% each year.

Goal 3

Action 3.1: Field Trips

Needs, Conditions, Circumstances: The MVMCS student community is currently comprised of 57.52% of students who qualify as low-income, whose families may not have the financial means to offer enrichment opportunities to help students extend and apply classroom learning to real-world experiences and contexts. The families of any foster youth enrolled in the future at MVMCS may also not have the financial means for such opportunities as well. Results from the 2018-19 CA Dashboard showed that the percentage for socioeconomically disadvantaged (low income) students averaged at 16.1% of students being designated as chronically absent (orange indicator), increasing by 5.1% from 2017-18. Students who struggle with attendance may be more motivated to come to school if they have field trips to look forward to during the school day.

Action(s): 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.

Continuance: MVMCS students typically have 4 grade-level field trips each year to help students extend and apply classroom learning to real-world experiences and contexts. 78.3% of the families surveyed indicated the desire for MVMCS to offer after school programs. In May 2021, MVMCS parents completed the MVM Expanded Learning Opportunities Grant Survey in May 2021 to assess the wants and needs of their students. 78.3% of the families surveyed indicated the desire for MVMCS to offer enrichment opportunities to their students.

Expected Outcome(s): Re-establish after grade-level field trips in 2022-23 to offer ongoing enrichment opportunities to low-income and foster youth students. Decrease in percentage of low-income students chronically absent by 1% each year.

Action 3.2: Parent/Family Supports

Needs, Conditions, Circumstances: On the 20-21 district parent survey, only 86.79% of responding parents agreed with the question, “My student is being challenged academically.” Additionally, the number of parents who agreed with the question, “I have a clear understanding of my school’s focus and trust my school is using innovative strategies” slightly decreased from 95.83% to 94.34%. If parents do not have a good understanding of CCSS, NGSS, and the tenets of the Montessori Method, which is our school’s focus, they may not know what innovative strategies are being used at school, how their child is being challenged, or how to support their child at home academically.

Action(s): MVM parents will be 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.

Continuance: Before school closures in March of 2022, the effectiveness of this goal was evidenced by 95.83% of responding parents agreeing with the questions, “My student is being challenged academically” and “I have a clear understanding of my school’s focus and trust my school is using innovative strategies.”

Expected Outcome(s): Maintain positive feedback of 90% or increase 1% annually on parent survey questions.

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.

Because MVMCS already employs a full-day instructional aide for each classroom in TK-6th grade, the extra add-on funding is being used for the aides to plan, collaborate, and train with their classroom teachers and grade-level teams on Fridays to better understand how to present and implement the hands-on Montessori materials and activities, which directly benefit our low-income, English Learners, and foster youth.

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	1:25
Staff-to-student ratio of certificated staff providing direct services to students	N/A	1:22

2022-23 Total Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$304,775.00	\$36,675.00		\$23,140.00	\$364,590.00	\$292,000.00	\$72,590.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.1	Professional Development / Collaboration	English Learners Foster Youth Low Income	\$11,050.00				\$11,050.00
1	1.2	Instructional Aides	English Learners Foster Youth Low Income	\$56,325.00				\$56,325.00
1	1.3	Classroom Technology	Foster Youth Low Income				\$8,460.00	\$8,460.00
1	1.4	Extended School Day	English Learners Foster Youth Low Income	\$187,950.00				\$187,950.00
1	1.6	Academic Interventions	English Learners Foster Youth Low Income				\$5,000.00	\$5,000.00
1	1.7	Student Recognition	Low Income	\$1,000.00				\$1,000.00
1	1.8	Extended Learning Opportunities	Foster Youth Low Income				\$2,500.00	\$2,500.00
1	1.9	EL Academic Supports	English Learners	\$2,000.00				\$2,000.00
1	1.10	RtI/MTSS Training	English Learners Foster Youth Low Income				\$1,200.00	\$1,200.00
1	1.11	Behavior Supports	Foster Youth Low Income				\$800.00	\$800.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.12	Safe and Secure Campus	All	\$745.00	\$36,675.00			\$37,420.00
1	1.13	Campus Health and Safety	All				\$1,000.00	\$1,000.00
2	2.1	Montessori and Instructional Professional Development	English Learners Foster Youth Low Income	\$24,305.00				\$24,305.00
2	2.2	Montessori Training for Aides	English Learners Foster Youth Low Income	\$6,400.00			\$3,180.00	\$9,580.00
3	3.1	Field Trips	English Learners Foster Youth Low Income	\$15,000.00				\$15,000.00
3	3.2	Parent / Family Supports	English Learners Foster Youth Low Income				\$1,000.00	\$1,000.00

2022-23 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
\$2,165,418	\$281,194	12.99%	0	14.30%	\$304,030.00	0.00%	14.04 %	Total:	\$304,030.00
								LEA-wide Total:	\$0.00
								Limited Total:	\$0.00
								Schoolwide Total:	\$304,030.00

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	Professional Development / Collaboration	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Mountain View Montessori Charter School All	\$11,050.00	
1	1.2	Instructional Aides	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Mountain View Montessori Charter School All	\$56,325.00	
1	1.3	Classroom Technology	Yes	Schoolwide	Foster Youth Low Income	Specific Schools: Mountain View Montessori Charter School All		
1	1.4	Extended School Day	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Mountain View Montessori Charter School	\$187,950.00	

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 (%)
						All		
1	1.6	Academic Interventions	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Mountain View Montessori Charter School All		
1	1.7	Student Recognition	Yes	Schoolwide	Low Income	Specific Schools: Mountain View Montessori Charter School All	\$1,000.00	
1	1.8	Extended Learning Opportunities	Yes	Schoolwide	Foster Youth Low Income	Specific Schools: Mountain View Montessori Charter School All		
1	1.9	EL Academic Supports	Yes	Schoolwide	English Learners	Specific Schools: Mountain View Montessori Charter School	\$2,000.00	
1	1.10	RtI/MTSS Training	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Mountain View Montessori Charter School All		
1	1.11	Behavior Supports	Yes	Schoolwide	Foster Youth Low Income	Specific Schools: Mountain View Montessori Charter School All		
2	2.1	Montessori and Instructional Professional Development	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Mountain View Montessori Charter School All	\$24,305.00	
2	2.2	Montessori Training for Aides	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Mountain View Montessori	\$6,400.00	

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 (%)
						Charter School All		
3	3.1	Field Trips	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Mountain View Montessori Charter School All	\$15,000.00	
3	3.2	Parent / Family Supports	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Mountain View Montessori Charter School All		

2021-22 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$293,673.00	\$281,227.00

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	Professional Development / Collaboration	No	\$2,769.00	\$0
			Yes		
1	1.2	Instructional Aides	No	\$31,185.00	\$31,185
			Yes		
1	1.3	Classroom Technology	No	\$2,000.00	\$2,000
			Yes		
1	1.4	Extended School Day	No	\$197,886.00	\$197,886
			Yes		
1	1.6	Academic Interventions	No	\$2,500.00	\$2,933
			Yes		

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	1.7	Student Recognition	No	\$571.00	\$863
			Yes		
1	1.8	Extended Learning Opportunities	No	\$2,055.00	\$0
			Yes		
1	1.9	EL Academic Supports	No	\$780.00	\$1,780
			Yes		
1	1.10	RtI/MTSS Training	No	\$1,000.00	\$0
			Yes		
1	1.11	Behavior Supports	No	\$800.00	\$900
			Yes		
1	1.12	Safe and Secure Campus	No	\$35,348.00	\$35,348
1	1.13	Campus Health and Safety	No	\$1,000.00	\$1,714
2	2.1	Montessori and Instructional Professional Development	No	\$5,500.00	\$5,500
			Yes		

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	2.2	Montessori Training for Aides	No	\$1,000.00	\$0
			Yes		
3	3.1	Field Trips	No	\$8,335.00	\$1,000
			Yes		
3	3.2	Parent / Family Supports	No	\$944.00	\$118
			Yes		

2021-22 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)
\$256,305	\$232,202.00	\$232,714.00	(\$512.00)	0.00%	0.00%	0.00%

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	Professional Development / Collaboration	Yes				
1	1.2	Instructional Aides	Yes	\$31,185.00	31185		
1	1.3	Classroom Technology	Yes				
1	1.4	Extended School Day	Yes	\$197,886.00	197886		
1	1.6	Academic Interventions	Yes				
1	1.7	Student Recognition	Yes	\$571.00	863		
1	1.8	Extended Learning Opportunities	Yes				
1	1.9	EL Academic Supports	Yes	\$780	1780		
1	1.10	RtI/MTSS Training	Yes				
1	1.11	Behavior Supports	Yes				
2	2.1	Montessori and Instructional Professional Development	Yes				
2	2.2	Montessori Training for Aides	Yes				

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)
3	3.1	Field Trips	Yes	\$1,780.00	1000		
3	3.2	Parent / Family Supports	Yes				

2021-22 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)
\$1,800,084	\$256,305	0	14.24%	\$232,714.00	0.00%	12.93%	\$23,581.10	1.31%

Instructions

[Plan Summary](#)

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

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

Introduction and Instructions

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

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

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning (California *Education Code* [EC] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (EC Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because aspects of the LCAP template require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
 - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC Section 52064[b][4-6]).
 - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC sections 52064[b][1] and [2]).
 - Annually reviewing and updating the LCAP to reflect progress toward the goals (EC Section 52064[b][7]).

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

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

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

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

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

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

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

Engaging Educational Partners

Purpose

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

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

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

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

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

Requirements and Instructions

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

Local Control and Accountability Plan:

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

- a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.
- b) If applicable, presented the local control and accountability plan to the English learner parent advisory committee, in accordance with Education Code section 52062(a)(2) or 52068(a)(2), as appropriate.

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

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

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

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

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

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

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

- Inclusion of a goal or decision to pursue a Focus Goal (as described below)
- Inclusion of metrics other than the statutorily required metrics
- Determination of the desired outcome on one or more metrics
- Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
- Inclusion of action(s) or a group of actions
- Elimination of action(s) or group of actions
- Changes to the level of proposed expenditures for one or more actions

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

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

Requirements and Instructions

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

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

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

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

Focus Goal(s)

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

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

Broad Goal

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

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

Maintenance of Progress Goal

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

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

Required Goals

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

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

- **Consistently low-performing student group(s) goal requirement:** An LEA meeting the consistently low-performing student group(s) criteria must include a goal in its LCAP focused on improving the performance of the student group or groups that led to the LEA's eligibility for Differentiated

Assistance. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, this student group or groups. An LEA required to address multiple student groups is not required to have a goal to address each student group; however, each student group must be specifically addressed in the goal. This requirement may not be met by combining this required goal with another goal.

- **Goal Description:** Describe the outcomes the LEA plans to achieve to address the needs of, and improve outcomes for, the student group or groups that led to the LEA's eligibility for Differentiated Assistance.
- **Explanation of why the LEA has developed this goal:** Explain why the LEA is required to develop this goal, including identifying the student group(s) that lead to the LEA being required to develop this goal, how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the student group(s), and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes identified in the goal description.

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

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

Measuring and Reporting Results:

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

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

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

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

Complete the table as follows:

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

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

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023–24)
Enter information in this box when completing the LCAP for 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 or when adding a new metric.

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

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.
- Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal. When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

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

Purpose

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

Requirements and Instructions

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

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

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

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

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

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

Required Descriptions:

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

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

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

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

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

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

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

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

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

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

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

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

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

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

Actions Provided on a Schoolwide Basis:

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

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

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

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

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

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

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

Action Tables

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

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

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)

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

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

Data Entry Table

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

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

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

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

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

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

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

- 6. Estimated Actual LCFF Supplemental and Concentration Grants
 - This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.
- 4. Total Planned Contributing Expenditures (LCFF Funds)
 - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)

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

LCFF Carryover Table

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

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

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

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