



Mountain View
Whisman
School District

Local Control Accountability Plan and Local Control Federal Addendum 2019-20

May 2019



Outcomes

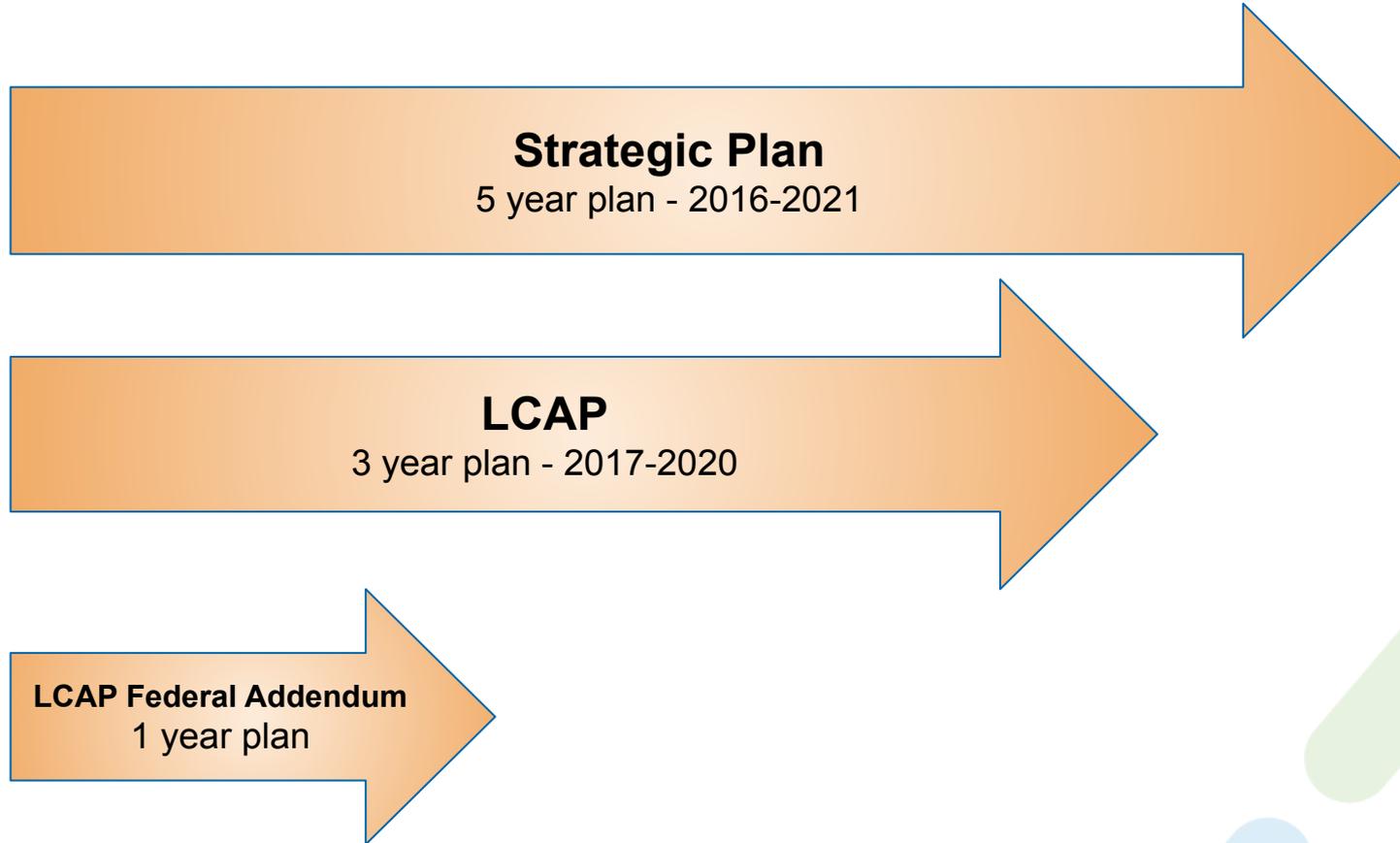
- Provide an update on the LCAP development process
- Highlight stakeholder input collected and modifications to LCAP based on input
- Explain major actions/services in the Local Control Accountability Plan (LCAP) for 2018-19
- Provide an overview of the projected LCAP expenditures for 2018-19
- Next Steps
- Questions



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LCAP Input Process

LCAP, Federal Addendum, and Strategic Plan



Input Process

The LCAP was developed using data collected from the following:

- District and site meetings
- Staff, student and parent surveys

LCAP Timeline Spring 2019

January 22	Leadership Team presentation and meeting discussion with Principals
January/February	Schools present to site groups including certificated and classified staff
February 7	Board of Trustees presentation. Overview of LCAP/Strategic Plan
January 28- March 1	LCAP survey open
February 28	Presentation to District Advisory Committee (DAC)
February 4	Presentation to District English Language Advisory Committee (DELAC)
March	Review initial input
April	Review data from surveys
April 26	LCAP draft completed
May	Post draft to web for public comment, DAC, and English Language Advisory Committee (ELAC) meetings Gather additional input from Advisory groups and respond
May 16	Board of Trustees, first reading of LCAP and addendum
May 30	LCAP Public Hearing
June 13	Approval of LCAP and addendum. and submission to Santa Clara County Office of Education.

Input Process – Spring 2018

Bubb Elementary

- February 27: School Site Council, English Learner Advisory Council, Parent Teacher Association and all staff

Castro Elementary

- January 29: Parent Teacher Association
- January 9: School Site Council
- January 29 English Learner Advisory Council
- January 30: All staff

Crittenden Middle School

- February 27: School Site Council
- March 4: All Staff
- March 5: Parent Teacher Association
- March 7: English Learner Advisory Committee

Graham Middle School

- January 30: Parent Teacher Association
- February 4: Certificated Staff
- February 7: School Site Council
- February 15: Classified Staff
- February 28: English Learner Advisory Committee

Input Process – Spring 2018

Huff Elementary

- February 27 School Site Council
- February 28 English Learner Advisory Council and all staff

Landels Elementary

- February 6: Certificated Staff
- February 7: Classified Staff
- February 11: School Site Council,
- February 14: English Learner Advisory Council

Mistral Elementary

- January 16: English Learner Advisory Council
- January 31: School Site Council
- February 2: Parent Teacher Association
- March 5: All Staff

Input Process – Spring 2018

Monta Loma Elementary

- February 1: Parent Coffee
- February 6: Certificated Staff
- February 7: Classified Staff
- February 11: English Learner Advisory Committee
- February 12: School Site Council

Stevenson Elementary

- February 5: Foundation
- February 13: English Learner Advisory Council, School Site Council
- February 28: All staff

Theuerkauf Elementary

- February 27: All staff
- March 6: Parent Teacher Association, School Site Council, English Learner Advisory Council



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Survey Results

Student Survey

- January 28 - March 1
- Given to students in grades 4-8
- 2,457 responses recorded compared to 2,190 in 2018

Staff Survey

- January 28 - March 1
- 430 responses recorded compared to 338 in 2018
- 60% were certificated teachers

Parent Survey

- January 28 - March 1
- Available online or on paper in English and Spanish
- 1,476 total responses compared to 1,126 in 2018
 - 23% of respondents were Hispanic/Latino
 - 14% have students that are learning English
 - 20% have students who receive free or reduced lunch
 - 9% have students with an Individualized Education Program (IEP)
- The majority of parent responses came from Graham (274) and Huff (263)
- The lowest number of parent responses came from Castro (59) and Theuerkauf (52)

LCAP Survey Open Responses

- The Parent and staff surveys also gave the opportunity for additional comments.
- We received 565 open response comments from parents and 126 open response comments from staff .
- Parents were asked how can MVWSD improve instructional support to meet the needs of all students.
- Staff were asked the following four questions:
 - How can MVWSD improve supports provided to English Language Learners
 - How can MVWSD improve support provided to Students with Disabilities
 - How can MVWSD improve supports provided to underperforming students
 - How can MVWSD improve supports provided to high-achieving students

Highlights from Staff Surveys

	% Agree and Strongly Agree 2017-18	% Agree and Strongly Agree 2018-19
I am aware of the District's mission and goals	91%	90%
Teachers care about student success	94%	96%
I am provided with the necessary instructional materials	78%	83%
My school provides adequate support to teachers	68%	79%
My school uses student performance data for planning	90%	89%
I feel safe at school	82%	89%
Students have access to a wide range of enrichment activities	72%	84%
Students are on track for high school success	59%	58%
Students at my school have access to non-academic counseling and guidance	73%	84%
High-achieving students receive the resources and support they need	56%	68%
Underperforming students receive the resources and support they need	57%	70%
English Learners receive the resources and support they need	67%	78%
Special Education students receive the resources and support they need	53%	67%
I feel that I have a say in decision making at school / at the district level	54%/25%	55%/23%

Themes from Staff Open Responses

- Continue to provide professional development with a focus on English Language Learners, supporting students with disabilities in the classroom, and differentiation strategies to support all students
- Additional professional development and materials for students who need enrichment
- Additional professional development for RTI teachers at middle school

Highlights from Parent Surveys

	% Agree and Strongly Agree 2017-18	% Agree and Strongly Agree 2018-19
Teachers at my child's school have appropriate expectations for my child	83%	84%
Students have access to technology in school	90%	89%
Students have access to necessary instructional materials	86%	87%
My child feels safe at school	89%	88%
Students have access to a broad range of subjects	71%	77%
Students have access to a wide range of enrichment activities	77%	79%
I understand what types of academic supports are available to my child	73%	74%
I understand what types of non-academic supports are available to my child	69%	71%
Students are on track for high school success	78%	72%
High-achieving students receive the resources and support they need	52%	56%
Underperforming students receive the resources and support they need	60%	64%
English Learners receive the resources and support they need	81%	85%
Special Education students receive the resources and support they need	50%	68%
The school encourages parental involvement and involvement from the community	89%/82%	86%/80%

Themes from Parent Open Responses

- Increase after school programs
- Professional development and resources so teachers can differentiate instruction, increase rigor and better engage students who need additional academic challenge or intervention
- Improved communication with students and parents from principals and teachers about academic progress
- United platform for classroom and homework communication
- More science and STEM opportunities
- Improved monitoring of student use of technology during the school day

Highlights from Student Surveys

	% Agree and Strongly Agree 2017-18	% Agree and Strongly Agree 2018-19
Adults at my school care about my success	94%	92%
My school provides a good education to students	95%	93%
I use technology in school more than once a day	51%	57%
My school provides enough textbooks and other materials to students	93%	94%
I feel safe at school	87%	87%
There are clear and fair consequences for breaking rules at my school	84%	83%
I am on track for high school success	89%	86%
I often work with other students on assignments	82%	83%
My teacher encourages me on a regular basis	88%	86%
I am comfortable asking my teacher questions	90%	87%
My teacher helps me learn English	93%	92%
My teacher gives me opportunities to practice English in class	87%	87%
My school is clean	67%	69%

Stakeholder Impact on the LCAP

New Actions

- In 2019-20 the District will require all sites to have an action in their site plan which addresses the needs of higher achieving students and how they are working with their teachers to increase rigor in the classroom (See LCAP Goal 2, Action 26).
- Sites will work with staff to develop an action for their site plan on improving communication with parents and students with a focus on academic progress (See Goal 4, Action 24).
- Sites will explore the reasons that staff had lower scores than students and parents on perceptions of high school and college and career readiness. Sites will then develop a plan to address this area as appropriate (See LCAP Goal 3, Action 13).

Stakeholder Impact on the LCAP

Modified Actions

- The technology department will work with sites to assess protocols and processes for monitoring student usage of devices during the school day. The technology department will work with sites to review the different types of platforms being used by teachers for student communication and homework and narrow options to avoid confusion and help students be more prepared for learning each day.
- The District added funding to sites to offer extended learning opportunities based on site need in 2018-19. Based on data collected from sites which indicated an inability to hire staff to run after school programs, the District will not continue this practice in 2019-20. Instead the District is adding a new after school provider and working with existing programs to support students and families with after school options. (See LCAP Goal 3, Action 11).



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LCAP Goals and Actions

LCAP Plan

- The LCAP is a three year plan that covers 2017-18, 2018-19 and 2019-20
- Each year the District completes an annual update of the goals, actions and services conducted in that plan year
- Each year the District reviews data and progress toward metrics and collects input from stakeholders to inform modifications or changes to goals, actions or services
- The LCAP has minimal changes since it is aligned to our Strategic Plan

LCAP Goal 1

Goal: Ensure that all students have access to equitable conditions of learning by providing and investing in highly qualified teachers, leaders, and staff; well-maintained facilities and equipment; and standards-aligned instructional materials and resources in a fiscally responsible manner.

Strategic Plan Goal(s): 2, 4, and 5 **State Priority:** 1 **Total Expenditures:** \$5,396,659

Major Actions and Services:

- Continue new teacher induction program with Santa Cruz/Silicon Valley New Teacher Project
- Refine new evaluation systems for all staff
- Fully Implement staff recruitment and hiring process
- Fully Implement onboarding process for all staff
- Maintain district facilities and include frequent inspections of school sites

Additional or Modified Actions and Services

- The District is in process of reviewing Social Studies materials for middle school. The elementary task force will review, pilot, and recommend new materials for adoption in 2019-20.
- The District will focus professional development on differentiation strategies, increasing rigor, and enrichment. District principals will receive professional development with a focus on increasing rigor in classrooms

LCAP Goal 2

Goal: Increase achievement for all students and accelerate learning outcomes for English Language Learners, low-income students, and other target groups to close the achievement gap

Strategic Plan Goal(s): 1, 2 **State Priority:** 2 and 4 **Total Expenditures:** \$4,150,673

Major Actions and Services:

- Implement the new science plan
- Continue Response to Instruction at all sites
- Continue to expand preschool and add another full day class
- Continue to implement Sheltered Instruction Observation Protocol (SIOP)
- Continue to provide Targeted Student Support Funds to sites

Additional or Modified Actions and Services

- Continue to have instructional coaches at a reduced FTE at each site (1.0 to 0.5).
- Continue technology coach at a reduced FTE (1.0 - 0.5).
- Discontinue release days at a District level - sites can continue to provide
- Continue co-teaching at both middle schools and add a learning center model in place of a regular Special Day Class at on elementary school
- Sites will include actions in their site plans to address the needs of high achieving students

LCAP Goal 3

Goal: Provide a broad course of study to ensure that all students are prepared for high school with the academic skills and mindset necessary for successful citizenship in the 21st century.

Strategic Plan Goal(s): 1 **State Priorities:** 7 and 8 **Total Expenditures:** \$2,711,259

Major Actions and Services:

- Continue Art, Music, and PE
- Continue to revise and refine the middle school schedule and update electives
- Continue to have a counselor at each middle school
- Continue Environmental Education including Walden West (5th) NatureBridge (8th)
- Continue work on Graduate Profile and Capstone Projects
- Continue work for Culturally Responsive Education for all staff, students, and parents

Additional or Modified Actions and Services

- The technology department will work with sites will review protocols for monitoring student technology usage and review and refine the different types of platforms being used by teachers for student communication and homework i
- Sites will explore with staff the reasons for lower scores in the area of high school and college and career readiness and then work with the District to develop a plan if applicable.
- Discontinue after school extended learning funding, add a new after school provider and work with existing programs to support students and families with after school options

LCAP Goal 4

Goal: Ensure a safe, healthy, and respectful District and school environment to increase engagement, involvement, and satisfaction of students, staff, parents, and community members.

Strategic Plan Goal(s): 3

State Priorities: 3, 5, and 6

Total Expenditures: \$1,648,363.00

Major Actions and Services:

- Continue School and Community Engagement Facilitators at reduced FTE (10.0 - 8.0) and provide structures for them so they continue to better support families
- Continue to have a Public Information Officer
- Continue Parent University
- Continue to focus on attendance, suspensions and climate

Additional or Modified Actions and Services

- Reduce the number of At Risk Supervisors to 4 and place at neediest schools.
- The District will revise Let's Talk videos created in 2018-19 with a focus on those that showed the most parent engagement
- To address the needs highlighted by our CA Dashboard indication of "Red" for Chronic Absenteeism for homeless students, MVWSD will implement new training and protocols for schools and School and Community Engagement Facilitators.
- Sites will work with staff to develop an actions in their site plans on improving communication with parents and students with a focus on academic progress.



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LCAP Federal Addendum

LCAP Federal Addendum

- The LCAP Federal Addendum is a supplement to the LCAP to ensure that Districts meet provisions of the Every Student Succeeds Act.
- The addendum is a narrative description of how a district is allocating federal funds elected through the Consolidated Application.
 - Title I
 - Title II
 - Title III
 - Title IV
- The addendum is approved by the local governing board in conjunction with the LCAP and is turned into the California Department of Education for approval, not the County Office of Education.
- The draft Addendum has been reviewed by representatives from the Santa Clara County Office of Education



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Overview of Addendum Sections

Strategy

Explain the LEA's strategy for using federal funds to supplement and enhance local priorities or initiatives funded with state funds, as reflected in the LEA's LCAP.

- LCAP Federal Addendum is aligned to the District's LCAP and Strategic Plan. It focuses on the following:
 - Professional development for administrators, teachers and staff
 - Targeted support to designated Title I schools
 - Increased and responsive parent engagement opportunities
 - Enhancement of daily instruction and direct services to student populations most at-risk.

Title I Funds

Educator Equity

Human resources and Federal & State programs annual completion and review of comparability report to ensure that low income students and minority students are not being taught at higher rates than other students by ineffective, inexperienced, or mis assigned teachers

Parent and Family Engagement

- Parent University
- Expansion of site based parent education programs

Schoolwide Programs, Targeted Support Programs, and Programs for Neglected or Delinquent Children

- Theuerkauf Elementary and Mariano Castro Elementary Schools designated school wide Title I sites
 - Before and after school programming
 - Supplemental curriculum and materials
 - Additional staffing to support academic achievement
- Summer school for Title I schools

Title I Funds

- **Homeless Children and Youth Services**
 - Part time McKinney-Vento Liaison
 - Attendance monitoring and support agency coordination
 - Free lunch and Beyond the Bell automatic eligibility and enrollment priority
 - Site based School and Community engagement facilitator support
- **Student Transitions**
 - Parent University--*High School Readiness* spring offering
 - A variety of parent workshops offered at sites geared to A-G requirements and upper grade success parenting strategies
 - Annual vertical articulation with Mountain View Los Altos Union High School District
 - Fifth Grade orientation and transition field trips to the middle school

Title II Funds

Professional Growth and Improvement

- MVWSD uses Title II funds to partner with the Santa Cruz/Silicon Valley New Teacher Project in order to provide induction for all year 1 and year 2 teachers.
- The District employs three full time new teacher support providers to support teachers with induction.
- The support providers receive monthly training on a variety of topics through the project, provide professional development opportunities to District teachers and ensure that year 1 and year 2 teachers successfully complete requirements to obtain clear credentials.

Data and Ongoing Consultation to Support Continuous Improvement

- District reviews results of surveys given by the New Teacher Project to all new teachers and district administrators and it's own report on teacher retention to assess program effectiveness and make improvements

Title III Funds

- **Professional Development--Opportunities provided for classified staff, teachers, administrators and other school and community leaders.**
 - English learner instructional strategies
 - Culturally responsive pedagogy and practices
 - Use of technology for classroom teachers
 - Release day, job embedded, conference and after school formats
- **Enhanced Instructional Opportunities**
 - Supplemental materials and curriculum
 - Newcomer English learner online program
 - Imagine Learning
 - Online teacher resources
 - Learning A-Z
- **English Proficiency and Academic Achievement**
 - Sheltered Instruction Observation Protocol (SIOP) instructional strategies in every classroom
 - English language development instruction training and delivery support
 - Academic tutoring for immigrant students to close basic skills gaps created by interrupted/inconsistent instruction

Title IV Funds

- Title IV funds can be used to:
 - Prepare and train teachers to create safe and healthy classroom environments
 - Technology in the classroom
 - To employ effective practices
- Title IV funds can be transferred to other Title funds.
 - MVWSD approved the transfer of Title IV funding to Title II, Professional Growth and Development.

Activities and Programs

- New teacher Induction support
 - Focus on year 1 and year 2 teachers leading to successful credential requirement completion
 - Santa Cruz/Silicon Valley New Teacher Project Partnership
 - Employment of three new teacher support providers to handle caseload of 50 teachers



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Funding

LCAP Budget 2019-20

Unrestricted Resources

Resource 0000...Unrestricted General Fund	\$	1,832,482
Resource 0001...Supplemental Services	\$	3,652,726

Restricted Resources

Resource 3010...Title I...Low Income Students	\$	587,648
Resource 4035...Title II...Teacher Quality	\$	109,000
Resource 4201...Title III...Immigrant Education	\$	8,000
Resource 4203...Title III...Limited English Proficient	\$	94,000
Resource 6500...Special Education	\$	34,000
Resource 7510...Low Performing Student Block Grant	\$	45,000
Resource 8150...Restricted/Routine Maintenance	\$	3,983,798
Resource 9100...Measure B Parcel Tax	\$	1,507,195
Resource 9512...Mountain View Education Foundation	\$	497,185
Resource 9552...School Linked Services	\$	197,649
Resource 9580...Stretch to Kindergarten	\$	74,045
Resource 9590...Shoreline Special Tax District	\$	1,284,226

Total Budgeted Expenditures \$ **13,906,954**

LCAP Spending Highlights

• Sheltered Instruction Observation Protocol (SIOP)	\$ 184,000
• Community Facilitators/Parent Engagement	\$ 867,517
• Professional Development	\$ 308,000
• Technology Devices	\$ 269,000
• Instructional/New Teacher/Tech. Coaches	\$ 1,329,424
• Summer Programs	\$ 54,000
• Response to Instruction	\$ 1,620,694
• Art, Music, PE, Enrichment	\$ 1,501,895
• Targeted Student Support Program	\$ 344,600
• Facilities - Ongoing Maintenance	\$ 3,983,798
• Middle School Counselors	\$ 240,564

Supplemental Funding Highlights

- Consistent with the requirements of 5 CCR 15496, Districts must describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to services provided for all students in the LCAP year.
- The District's percentage of supplemental funding is 7.5% or \$3,117,396
- The District is focusing the following actions to support unduplicated students although there are many more actions/services that support unduplicated students throughout the LCAP

• Summer School	\$ 54,000
• Targeted Student Support Program	\$ 344,600
• School and Community Engagement Facilitators	\$ 773,869
• Response to Instruction	\$ 1,620,694
• Instructional Coaches	<u>\$ 859,563</u>

Total Expenditures \$ 3,652,726

LCFF Budget Overview for Parents

- Assembly Bill 1808 requires that county offices of education, school districts, and charter schools develop the Local Control Funding Formula Budget Overview for Parents in conjunction with the Local Control Accountability Plan (LCAP).
- The Budget Overview for Parents must be developed in conjunction with, and attached as a cover to, the LCAP for 2019-20.
- It must also be included in the review and approval of the LCAP and posted on the local educational agency (LEA) website with the LCAP.
- The Budget Overview for Parents uses language that is understandable and accessible to parents and displays information using visuals and graphics.

LCFF Budget Overview for Parents

Local Educational Agency (LEA) name:	Mountain View Whisman School District	
CDS code:	43 69591 0000000	
LEA contact information:	Cathy Baur Chief Academic Officer cbaur@mwwsd.org (650) 526-3545	
Coming LCAP Year:	2019-2020	
Current LCAP Year	2018-2019	
*NOTE: The "High Needs Students" referred to in the tables below are Unduplicated Students for LCFF funding purposes.		
Projected General Fund Revenue for the 2019-2020 LCAP Year		Amount
Total LCFF funds	\$	58,850,639
LCFF supplemental & concentration grants	\$	3,117,396
All other state funds	\$	4,334,573
All local funds	\$	10,104,400
All federal funds	\$	2,393,939
Total Projected Revenue	\$	75,683,551
Total Budgeted Expenditures for the 2019-2020 LCAP Year		Amount
Total Budgeted General Fund Expenditures	\$	78,680,652
Total Budgeted Expenditures in LCAP	\$	13,906,954
Total Budgeted Expenditures for High Needs Students in LCAP	\$	4,749,598
Expenditures not in the LCAP	\$	64,773,698
Expenditures for High Needs Students in the 2018-2019 LCAP Year		Amount
Total Budgeted Expenditures for High Needs Students in the LCAP	\$	3,693,976
Estimated Actual Expenditures for High Needs Students in LCAP	\$	4,005,481



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Final Approval Process

Final Approval Process

- **May 13:** Draft LCAP was posted for public comment on the District website
- **May 13:** Draft LCAP presented to District English Learner Advisory Committee for input and questions
- **May 16:** Draft LCAP and Addendum presented to Board of Trustees
- **May 21:** Draft LCAP presented to District Advisory Committee for input and questions
- **May 27 :** Written responses to input and questions from District Advisory Committee, District English Learner Advisory Committee, and Community posted to website and sent to committees
- **May 30:** LCAP and Budget Public Hearing
- **June 13:** LCAP, Federal Addendum, and Budget approval

Questions

