



Mountain View
Whisman
School District

Local Control Accountability Plan Requested Updates and Revisions

August 12, 2021





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Alignment

Local Control Accountability Plan - LCAP

- School districts in California must develop three-year plans to explain their goals and strategies for improving achievement for all students and provide updates on the prior year's plan successes and challenges through the annual update.
- The goals must address the eight state priorities and actions must address any areas of improvement identified on the California Dashboard
- The school district must develop a budget that matches spending to the goals outlined in the plan.
- The Local Control Accountability Plan (LCAP) is aligned to MVWSDs new Strategic Plan Strategic Plan 2027



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LCAP Approval Process

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- The LCAP development process was done in tandem with the development of Strategic Plan 2027 over the course of the 2020-21 school year
- Staff worked directly with the representatives from the Santa Clara County Office of Education (SCCOE) to ensure that the District's LCAP would meet the criteria for approval which included multiple reviews of all sections of the LCAP and specific review of the Increased or Improved Services section

Approval Process

- The MVWSD Board of Trustees approved the District's LCAP on June 17, 2021
- On June 18, 2021 the California Department of Education issued additional guidance specific to the Increased or Improved Services requirements in the LCAP.
 - The guidance came from a recent decision in a case against the San Bernardino County Office of Education and their oversight and approval process for District LCAPs.
- On July 8, 2021 MVWSD was notified that its LCAP met preliminary approval criteria
 - Adherence to state board of education approved template
 - Sufficient Expenditures in Budget to Implement LCAP
 - Adherence to SBE Expenditure Regulations
- On July 22, 2021 MVWSD met with representatives from Santa Clara County explaining that they were requesting additional information in the required descriptions in the Increased or Improved Services section of the LCAP.
- District staff worked collaboratively with representatives from the Santa Clara County Office of Education to update the items in the Increased or Improved Services section with additional descriptions and data.
- A letter was sent to the District Superintendent and Board of Trustees on August 4 outlining the process followed to date. This letter triggers a 15 day window for the District to officially make revisions, share publicly and see reapproval of the LCAP
- The revised LCAP will be shared publicly and presented to the Board of Trustees for approval on August 12th
- Once approved, the District will submit the LCAP back to the SCCOE for additional review and approval



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Increased or Improved Services

Increased or Improved Services Requirements

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

Increased or Improved Services

- The MVWSD LCAP describes six actions that are contributing to the increased or improved services requirement for unduplicated pupils and provided on an LEA-wide or schoolwide basis
 - Instructional Coaches - Goal 1, Action 1
 - Response to Instruction - Goal 1, Action 5
 - Targeted Student Support Program - Goal 1, Action 8
 - Director of Equity - Goal 1, Action 9
 - Programs to increase opportunities for Underrepresented students - Goal 1, Action 20
 - School and Community Engagement Facilitators - Goal 3, Action 1
- All six actions have been revised to ensure compliance with new guidance and Education Code
 - Additional descriptions were added to clarify how funds are being used to directly support the needs of English Learners, Socio-Economically Disadvantaged students and Foster Youth
 - Additional data was added to demonstrate how actions continued from the 2017-20 LCAP are effective



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Revisions to Increased or Improved Services Descriptions

Additional Information Requested

Goal 1 Action 1: Please specify the need being addressed and how the expectation of effectiveness was determined to continue this action into the 2021-2022 LCAP.

Goal 1 Action 5: Please specify how the expectation of effectiveness was determined to continue this action into the 2021-2022 LCAP.

Goal 1 Action 8: Please specify the need being addressed and how the expectation of effectiveness was determined to continue this action into the 2021-2022 LCAP.

Goal 1 Action 9: Please specify how the expectation of effectiveness was determined.

Goal 1 Action 20: Please provide examples of the programs that will be provided to underrepresented students and specify how the expectation of effectiveness was determined.

Goal 3 Action 1: Please specify how the School and Community Engagement Facilitators will principally support EL, FY, and Low Income students. Please specify how the expectation of effectiveness was determined.

Instructional Coaches - Goal 1, Action 1

To address the performance gap in ELA and Math for English Learners, Foster Youth, and Socio-Economically Disadvantaged students MVWSD is investing in an instructional coaching team to support teachers in improving their instructional practices with a focus on closing the achievement gap for students including SocioEconomically Disadvantaged students, English Learners, Foster Youth and other identified subgroups. The District will have a 1.0 FTE instructional coach at each elementary school and the middle schools will share 4.0 FTE (1.0 math, 1.0 science, and 1.0 LEA and 1.0 Social Studies) These coaches will provide training, model lessons, disaggregate data by student group, and coach teachers practice to ensure that teachers practice is responsive to the needs of these students. Additionally, all coaches will be provided professional development in differentiating instruction and the Sheltered Instruction Observation Protocol during the 2021-22 school year so that they can further coach and support classroom teachers to plan for and implement effective instructional strategies to meet the needs of students specifically Socio-Economically Disadvantaged, foster youth and English Learners.

Research is clear that teachers are the single most important school based factor affecting student achievement. Students, especially Socio-Economically Disadvantaged, English Learners and Foster Youth need to have access to highly effective teachers. We believe that investing in improved teacher practice is critical to improved outcomes in reading and math for our unduplicated students. This action continues to be prioritized this year and we have determined this action to be effective because 78% of teachers agreed or strongly agreed on the District's annual LCAP/Climate survey that "the instructional coach helps me improve my practice.'

Response to Instruction - Goal 1, Action 5

The District's Response to Instruction Initiative was developed as a strategy for closing the achievement gap that exists by having additional teachers push in at grade levels. This allows sites to lower the teacher to student ratios through small groups supporting our most challenged learners which are our English Learners and Socio-Economically Disadvantaged students at all schools. As noted above the yellow ratings for English Learners and SocioEconomically Disadvantaged students in English Language Arts and orange ratings for these subgroups in mathematics on the California Dashboard indicate a need to continue to provide programs to target support to these groups. Lowering student to teacher ratios and targeting the needs of students is expected to result in improved outcomes in reading and math for students. This action continues to be prioritized this year and we have determined this action to be effective because 77% of parent respondents on the District's LCAP/Climate survey indicated that parents agreed or strongly agreed that they were satisfied with the support their child receives in Response to Instruction. Additionally, 80% of respondents who are parents/guardians of students learning English indicated that English Learners receive the resources and support they need. While the achievement gap is still very large between All students and significant subgroups, a comparison of iReady results data from December 2019 and December 2020 shows that English Learners have increased achievement in ELA and and Math and Socio-Economically Disadvantaged students had increased achievement in ELA.

Diagnostic 2 December 2019

ELLs on or above grade level ELA - 11%
ELLs on or above grade level Math - 12%
SED on or above grade level ELA - 26%

Diagnostic 2 December 2020

ELLs on or above grade level ELA - 20%
ELLs on or above grade level Math - 19%
SED on or above grade level ELA - 28%

We expect this growth to continue and through efforts, accelerate as we continue to refine the implementation of the Response to Instruction program.

Targeted Student Support Program - Goal 1, Action 8

Each school site in our District is unique and their unduplicated students have different needs. Through stakeholder feedback we learned that it is important that the decision making around meeting these needs also be part of site based planning. All sites will be allocated additional funding based on their unduplicated count to provide site based supplemental services and support for English Learners, Socio-Economically Disadvantaged students, and Foster Youth. Additional funding allows sites to target these needs in a variety of ways including the hiring of additional certificated staff to provide before, during and after school intervention and purchasing supplemental programs to target specific gaps or skills. These services are in addition to the district wide supports that are already in place. This action continues to be prioritized this year and we have determined this action to be effective because providing these additional funds at the site level should improve academic outcomes for students through targeted supports unique to the school's unduplicated students.

Director of Equity - Goal 1, Action 8

MVWSD is investing in hiring a Director of Equity. The Equity Director is charged with assisting the Superintendent in the development and implementation of proactive diversity, equity, and inclusion initiatives to support the district plans. MVWSD is also developing an Equity Framework that will become the District's tool to ensure that all programs - old or new do not lead to disparities among student groups. **MVWSD has a significant achievement gap between the English Learner and Socio-Economically Disadvantaged students as compared to the All student group.** In addition, the District was found to be disproportionate with the percentage of Hispanic/Latino students qualifying for special education services in the category of specific learning disability. Data also shows that the majority of our underrepresented students are not in our accelerated math pathways or achieving at the same levels as their peers. Additionally, we have systems in place that reinforce academic disparities among student groups like double block math for highest achieving students and not having equitable policies for enrollment into our choice schools. These data points indicate the need for the District to be intentional about Equity and have an equity lens as we review or implement policies and programs. **We expect this action to be effective because by** investing in a Director of Equity we will be able to provide inclusive and equitable programs, stop creating academic disparities, and improve educational outcomes for all students but more so **for our English Learners, Foster Youth, and Socio-Economically Disadvantaged students.**

Programs to Increase Opportunities for Underrepresented Students - Goal 1, Action 20

MVWSD will intentionally focus on creating programs for underrepresented students including Socio-Economically Disadvantaged students and English Learners to ignite an excitement for learning and provide experiences that might not be available otherwise beginning in elementary school. As outlined above, MVWSD has a significant achievement gap between the English Learner and Socio-economically Disadvantaged students as compared to the All student group. In addition, the District was found to be disproportionate with the percentage of Hispanic/Latino students qualifying for special education services in the category of specific learning disability. Data also shows that the majority of our underrepresented students are not in our accelerated math pathways or achieving at the same levels as their peers. We believe that developing and implementing programs that increase access to rigorous educational opportunities and provide the needed resources for underrepresented students will result in increased academic achievement and a successful educational experience for students. We expect this action to be effective because it will address the need to close the opportunity gaps for the English Learner and Socio-Economically Disadvantaged student populations.

School and Community Engagement Facilitators - Goal 3, Action 1

MVWSD will continue to invest in School and Community Engagement Facilitators with increased allocation to sites with higher populations of English Learners, Foster Youth, and Low-income students. School and Community Engagement Facilitators work directly with families to connect them to needed resources for student and family success. While a majority of students participated regularly in distance learning and completed assignments, **Our records show that primarily English Learners, Socio-Economically Disadvantaged students and Foster Youth struggled with attendance, engagement, and work completion** for a variety of reasons including access to stable internet, food or housing insecurities, lack of space appropriate for learning, and mental health issues among other things. Many of these problems were here before the pandemic and will remain after. **MVWSD will continue this action and expects it to be effective because by investing in School and Community Engagement Facilitators we will strengthen the home to school connection and increase engagement as measured through survey data resulting in improved educational and personal outcomes for students and families. On the District's LCAP/Climate survey 82% of staff agree or strongly agree that School and Community Engagement Facilitators are effective in encouraging parent/guardian involvement at my school. Additionally, 80% of respondents who are parents/guardians of students learning English agreed that Community Engagement Facilitators have been helpful in supporting their child(ren).**



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Things to Consider

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- Staff worked with representatives from the SCCOE to review all sections of the LCAP before approval on June 17, 2021
 - Staff had a meeting on April 30 with reviewers from the SCCOE to specifically discuss the descriptions in the Increased or Improved Services section of the LCAP
 - Descriptions were re-submitted after the meeting for review before the LCAP was published for stakeholder feedback in May 2021
- Additional guidance and clarification in the area of Increased or Improved Services was shared on June 18, 2021 after the approval of MVWSD's LCAP
- MVWSD collaborated with representatives again on the updated responses to ensure compliance in July and August 2021
- Many Districts are going through this process specific to this section on the LCAP



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Next Steps

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- Pending approval tonight by the Board of Trustees:
 - Resubmit the LCAP to the SCCOE for review and approval
 - Post the updated LCAP on the District website
 - Once approved, translate the LCAP into Spanish and post on website
 - Monitor all actions and services in the LCAP and prepare for the new cycle