



Mountain View
Whisman
School District

Local Control Accountability Plan (LCAP)

June 15, 2022

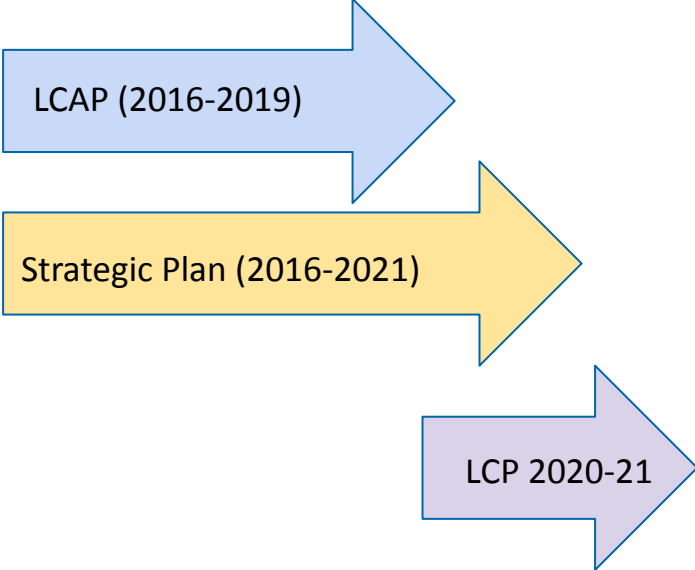
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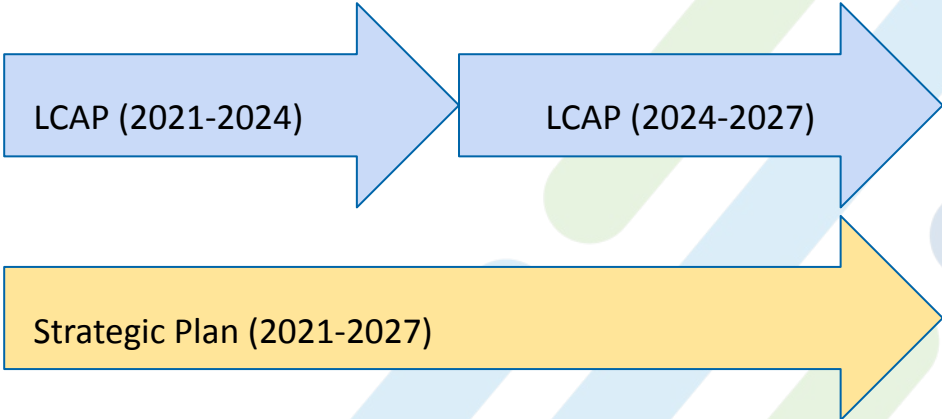
Alignment

- The Strategic Plan (SP) defines and guides all work in MVWSD
- The Local Control Accountability Plan (LCAP) aligns to the Strategic Plan and is required by the California Department of Education
- The new six-year SP2027, will align with two cycles of the District's LCAP to ensure that district initiatives and work is focused and targeted.
- Both SP2027 and the 2021-24 LCAP will build on and expand the former plans' successes and areas of need for students.

Strategic Plan/ Local Control Accountability Plan



LCAPs are written or developed in 3 year increments.
Strategic Plans are typically 6 year plans (variable)





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Local Control Accountability Plan

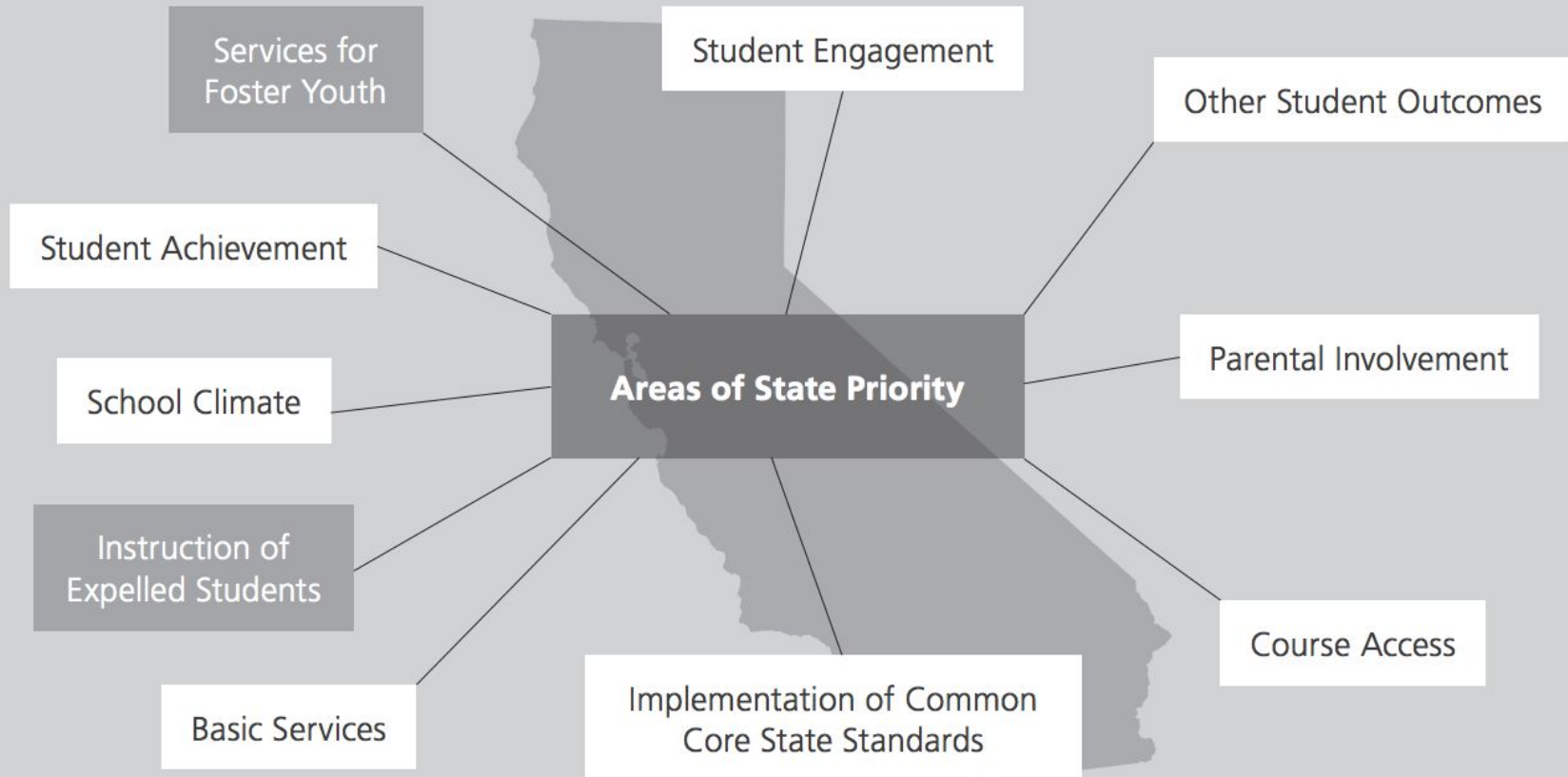
Local Control Accountability Plan - LCAP

- 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 LCAP also has a Federal Addendum
 - Required by the Every Student Succeeds Act (ESSA) and outlines how Districts are using federal funds even though these are outlined in the LCAP
- The LCAP and annual updates, Addendum, Local Indicators (part of the California Dashboard), and budget must be approved by July 1 each school year by the local school board

California's Eight State Priorities

Areas of State Priority That Must Be Addressed in LCAPs

(Eight for districts/Ten for County Offices of Education)



Source: Legislative Analyst's Office, "An Overview of the Local Control Funding Formula" (07/13), CSBA



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Timeline for Development of LCAP 2022-23

LCAP Timeline Spring 2022

January/February	Shared LCAP timeline with stakeholders including, Board of Trustees, Leadership Team, Educational partners
January 31 - February 18	LCAP survey window
January/February	Schools presented timeline to site groups including certificated and classified staff and provide time for groups to take the LCAP survey
February 10	Presented the Supplement to the Annual Update to the Board of Trustees for review and discussion
March	Reviewed initial input and begin drafting Annual Update
April	Reviewed data from surveys and draft 2022-23 LCAP
April 29	LCAP draft completed
May 1-31	Post LCAP draft for public comment, DAC, and English Language Advisory Committee (ELAC) meetings Gather additional input from District Advisory Committee (DAC), District English Language Advisory Committee (DELAC) and Special Education Local Plan Area (SELPA) Provide written responses to all input received
June 15	Present LCAP and supporting documents to Board of Trustees in Public Hearing
June 16	Present LCAP and supporting documents to Board of Trustees for approval and submit to Santa Clara County Office of Education.



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Input from Educational Partners

Input from Educational Partners

- The annual and ongoing engagement of stakeholders is a key part of the LCAP development process.
- It is important that the goals and actions within the LCAP are informed by the voices of students, families, staff, and community members.
- Before the governing board of a school district or county office of education considers the adoption of the LCAP the superintendent of the district or county superintendent of schools must:
 - Present the LCAP or annual update to the LCAP to the parent advisory committee and the English learner parent advisory committee, as applicable, for review and comment
 - Respond, in writing, to comments received from the advisory committees

LCAP/Climate Survey

- The District presented a report on the results of the LCAP/Climate Survey for the Board of Trustees on May 19, 2022
- The LCAP/Climate survey was administered between January 31 and February 18, 2022
- A summary of response data is below:

Students

- Given to students in grades 4-8
- 1755 responses recorded compared to 2,120 in 2021

Staff

- 385 responses recorded compared to 513 in 2021
- 60% were certificated teachers

Parents

- 928 total responses compared to 1,187 in 2021
 - 34% of respondents were white, 24% Hispanic/Latino and 24% Asian/Asian American
 - 11% have students that are learning English
 - 21% have students who receive free or reduced lunch
 - 8% have students with an Individualized Education Program (IEP)
 - The majority of parent responses came from Graham (168) and Crittenden (100)
 - The lowest number of parent responses came from Castro (53) and Monta Loma (44)

New or Revised Actions

After reviewing the results of the District's LCAP/Climate survey the following actions were either revised or added:

- **Additional Coaches:** The District will hire two additional coaches. One coach will be focused on English Language Development and Newcomers (LCAP Goal1, Action 1) and one coach will be focused on supporting instruction for students with Disabilities (Goal 1, Action 23).
- **Dyslexia Plan:** The District will implement, expand and revise its Dyslexia Plan (Goal 1, Action 18).
- **School Cleanliness:** In addition to monthly walkthroughs of school campuses with the Director of Maintenance and Principals, the Maintenance Department will also restart cleaning checklists along with cleaning surveys that will be sent to all staff. Custodians will initial that cleaning was done in each area of the site each day/night (LCAP Goal 5, Action 1)
- **Professional Development:** The District will convene certificated and classified professional development committees. These committees will review professional development opportunities and collect feedback and input. (LCAP Goal 4, Action 3).
- **Staff Input:** The District and site administrators will work to facilitate opportunities for staff to provide input on District initiatives (Goal 3, Action 8).



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LCAP Goals, Metrics and Actions

LCAP Goals

The 5 Goal Areas developed for SP 2027 were expanded to become the 5 LCAP goals:

- **Goal 1** Develop and Implement effective and consistent instructional practices that meet the needs of all students
- **Goal 2** Develop and implement programs and processes to equitably and effectively support students' social-emotional health and behavior.
- **Goal 3** Cultivate and maintain an inclusive and welcoming culture that acknowledges, embraces, and empowers all stakeholders.
- **Goal 4** Develop and Implement policies and practices to support and retain effective and engaged employees.
- **Goal 5** Develop and implement plans and protocols to ensure the equitable distribution of resources that support student success.

LCAP Metrics

- Metrics are developed for each goal in the LCAP to measure progress over the next three years.
- Some of the metrics are selected by the District and some are required by the California Department of Education
- The metrics in the LCAP are aligned with the metrics that will be used to monitor progress for SP2027

LCAP Goal 1 Metrics

- Decrease by 10 percentage points the number of students both overall in by significant subgroup not meeting standards in ELA on the California Assessment of Student Performance and Progress (CAASPP).
- Decrease by 10 percentage points the number of students both overall in by significant subgroup not meeting standards on the District i-Ready ELA and math Diagnostic 3 in May 2021
- Increase Reclassification rate
- Decrease the percentage of Long Term English Language Learners
- Increase the percentage of Learners who maintained a level 4 or gained a level on the spring 2021 ELPAC
- Increase the percentage of students who made 1 year's growth in English Language Arts and mathematics
- Designated English Language Development Schedules complete
- Newcomer Plans completed
- Disproportionality - At the end of the 2019-20 MVWSD had 50% of students identified as Hispanic/Latino also identified as having a Specific Learning Disability, this identifying MVWSD as significantly disproportionate
- Implementation of Academic Content Standards Self Reflection Tool
- Implementation of Broad Course of Study Self Reflection Tool
- Increase the percentage of parents who agreed or strongly agreed that their child had access to a broad range of subjects on the LCAP/Climate Survey.

LCAP Goal 1 - Highlights

Goal: Develop and Implement effective and consistent instructional practices that meet the needs of all students

Strategic Plan Goal Area: 1

State Priorities: 2, 4, 7, and 8

Total Expenditures: \$7,379,271

Major Actions and Services:

- **Instructional Coaches**

- 2 new for 2022-23 (One to focused on English Language Development and newcomers and one focused on instruction for students with disabilities)

- **i-Ready Assessment and Instruction**

- Assessments help teachers identify what students know and can do in different domains to support their students' learning. Results are disaggregated after each administration, shared with the community and individual reports are sent to parents.

- **Response to Instruction**

- Having additional teachers allows sites to lower class size for our most challenged learners which are our English Learners and Socio-Economically Disadvantaged students at all schools.

- **Summer Programming**

- Provide a variety of summer programs for target students to mitigate the effects of the summer slide.
- Programs offered in summer 2022 include Elevate Math, Valdes Math, Olimpico, and Extended School Year

- **Title 1 funding for Castro Elementary**

- Funds will be used to hire additional staff to support students academically and emotionally.
 - Additional SCEF
 - 1 additional instructional coach

- **English Language Learners - Newcomers**

- Develop and Implement improved newcomer plans that meet District criteria as well as site needs

LCAP Goal 1 - Highlights

Goal: Develop and Implement effective and consistent instructional practices that meet the needs of all students

Strategic Plan Goal Area: 1

State Priorities: 2, 4, 7, and 8

Total Expenditures: \$

Major Actions and Services:

- **Targeted Student Support Funding**
 - Funds allocated to each school to support English Learners, Foster Youth and low income students.
 - Allocations are based on each sites unduplicated count and are used to provide supplemental programs to improve student outcomes.
- **Designated English Language Development**
 - 150 min/week of explicit language development time for every student
 - Provide subscription to Reading A-Z and access to Grammar Gallery to every TK-5 teacher to supplement Designated English Language Development lessons.
- **Integrated English Language Development**
 - Teachers will incorporate best practices for Integrated English Language Development into all subject areas
 - Integrated English Language Development provides English Learners with the language they need to express their understanding of the content being taught.
- **Progress Monitoring for English Learners and students reclassified as Fluent English Proficient**
 - Ensure that English Learners are advancing at least one level each year or maintaining a level 4 and becoming eligible for reclassification to Fluent English Proficient as measured by the ELPAC as well as maintaining strong levels of achievement after reclassification.
- **Co-teaching**
 - The District will continue to implement co-taught classes in English Language Arts and mathematics
- **Intensive Reading Instruction**
 - The District will expand and provide an intensive reading curriculum to all schools to better support students with building foundational reading skills with a focus on Students with Disabilities.

LCAP Goal 1 - Highlights

Goal: Develop and Implement effective and consistent instructional practices that meet the needs of all students

Strategic Plan Goal Area: 1

State Priorities: 2, 4, 7, and 8

Total Expenditures: \$

Major Actions and Services:

- **Addressing Disproportionality (new for 2022-23)**
 - Partner with Stanford's Center to Support Excellence in Teaching to develop and implement a plan for systematic improvement for Hispanic/Latino students.
- **Support for Castro Elementary School - Instructional Assistants (new for 2022-23)**
 - Provide 2 instructional assistants in each Kindergarten class and 1 instructional assistant in each first and second grade class

Actions and Services Directly aligned to SP2027

- **Director of Equity**
 - The District will continue to have an Equity Director. 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.
- **Multi Tiered System of Support (MTSS)**
 - Formalize all prongs of the MTSS including tiers, pre-referral and referral process, forms, procedures, and data analysis processes. The planning team will also design a rollout and implementation plan.
- **Programs to increase opportunities for underrepresented students**
 - Create programs for underrepresented students to ignite an excitement for learning and provide experiences that might not be available otherwise beginning in elementary school.
- **Equity Seminars**
 - Ten training sessions for all site leaders and assistant principals and also five training sessions for all instructional coaches will be provided on how to implement culturally-responsive practices.

LCAP Goal 2 Metrics

- Increase attendance rates
- Maintain 0% Middle School Dropout Rate
- Maintain 0% Expulsion Rate
- Decrease errors when entering discipline data
- Decrease chronic absenteeism rate
- Decrease suspensions
- Increase the percentage of students who agreed or strongly agreed that they feel safe at school on the LCAP/Climate Survey.
- Increase the percentage of students who agreed or strongly agreed that adults care about their success on the LCAP/Climate Survey.
- Increase the percentage of students who agreed or strongly agreed that my school focuses on a student's character on the LCAP/Climate Survey.
- Increase the percentage of staff who agreed or strongly agreed that students' social emotional needs were met on the LCAP/Climate Survey.
- Increase the percentage of parents who agreed or strongly agreed that their students' social emotional needs were met on the LCAP/Climate Survey.

LCAP Goal 2

Goal: Develop and implement programs and processes to equitably and effectively support students' social-emotional health and behavior.

Strategic Plan Goal Area: 2

State Priorities: 5 and 6

Total Expenditures: \$1,485,949

Major Actions and Services:

- **At Risk Supervisors**
 - At-Risk Supervisors work directly with at-risk students and parents to provide support and interventions as needed. They monitor students progress and connect families to community resources.
- **Partnership with School Linked Services**
 - Provide services to strengthen individuals, families and systems by addressing needs and risks faced by children, youth, and families with a focus on students and Castro and Graham.
- **Health Wellness Committee**
 - convene a Health and Wellness Committee to align efforts to support student wellness through health education, physical education and activity, health services, nutrition services, psychological and counseling services, and a safe and healthy school environment.

Actions and Services Directly aligned to SP2027

- **Student Social Emotional Health**
 - Implement plan of action for competency-based Social Emotional Learning
- **Whole School, Whole Community, Whole Child Model (WSCC).**
 - Provide professional development to administrators on the the Whole School, Whole Community, Whole Child model that was developed in the 2021-22 school year. District staff will support sites to identify current resources that satisfy the WSCC.

LCAP Goal 3 Metrics

- Percentage of families reporting that they agree or strongly agree that MVWSD creates a welcoming environment for families on the LCAP/Climate Survey.
- The percentage of families that agree or strongly agree that they understand the academic supports available to their students on the LCAP/Climate Survey.
- The percentage of families that agree or strongly agree that they are encouraged to be involved in school events on the LCAP/Climate Survey.
- Reduce the most common obstacle to parents receiving the information they need on the LCAP/Climate Survey.
- Professional development opportunities to staff to better understand diverse cultures/subcultures for more responsive customer support.
- Percentage of families reporting that Parent University events are easy to access and content directly helps them at home with their children.
- Parent Involvement Self Reflection Tool
- The percentage of families that agreed or strongly agrees that the District is building the capacity of and supporting family members to effectively engage in advisory groups and decision making on the LCAP/Climate Survey.
- The percentage of families that agreed or strongly agrees that the District is providing all families with opportunities to provide input on policies and programs, and implementing strategies to reach and seek input from underrepresented groups in the school community on the LCAP/Climate Survey.

LCAP Goal 3

Goal: Cultivate and maintain an inclusive and welcoming culture that acknowledges, embraces, and empowers all stakeholders.

Strategic Plan Goal Area 3:

State Priority: 3

Total Expenditures: \$986,952

Major Actions and Services:

- **School and Community Engagement Facilitators (SCEF)**

- SCEFs are the liaison between students, staff, and parents to remove barriers to improve student learning and achievement. Add additional support to Castro and Mistral

Actions and Services Directly aligned to SP2027

- **Parent Engagement - Parent University**

- Work directly and collaboratively with parents to build mutual capacity for supporting student learning and refining Parent University

- **Parent Communication**

- Streamline and differentiate communication streams so parents get information that more closely matches their family attributes, communication preferences and tone.

- **District Equity Advisory Committee**

- Continue to convene the District Equity Advisory Committee (DEAC) is to help facilitate community members in providing meaningful feedback to the Superintendent on how to support MVWSD towards achieving its goals of becoming a more equitable and inclusive school district.

- **Staff Input** - Facilitate opportunities for staff to provide input on District initiatives (new for 2022-23)

LCAP Goal 4 Metrics

- Staff Retention Rates
- Percentage of highly qualified teachers
- Number/percentage of mis-assignments of teachers of English learners
- Number of teacher mis-assignments
- Number of vacant teacher positions
- Percentage of staff that agree or strongly agree that administrators listen to my suggestions and recommendations on the LCAP/Climate survey.
- Percentage of staff that agree or strongly agree that my school provides adequate support to teachers on the LCAP/Climate survey.
- Percentage of staff that agree or strongly agree that I am knowledgeable about the criteria, timeline, process, and procedures by which I will be evaluated on LCAP/Climate survey.
- Percentage of staff that agree or strongly agree that trust exists between school leaders and staff on the LCAP/Climate survey.
- Percentage of staff that agree or strongly agree that teachers at my school are committed to continuously improving opportunities for student learning on the LCAP/Climate survey.
- Percentage of staff that agree or strongly agree that I have a say in the decision making process at my school or the District level on the LCAP/Climate survey.

LCAP Goal 4

Goal: Develop and Implement policies and practices to support and retain effective and engaged employees.

Strategic Plan Goal Area 4:

State Priority: 1

Total Expenditures: \$545,391

Major Actions and Services:

- **Partnership with the Santa Cruz/Silicon Valley New Teacher**
 - Continue to partner with the Santa Cruz/Silicon Valley New Teacher Project to provide induction to teachers in years 1 and 2 of their careers.
- **Professional Development Committee**
 - Meet regularly with the professional development committees for both classified and certificated staff. These committees will to review professional development opportunities and collect feedback and input by department.
- **Hiring Process**
 - Collect and analyze data on student and staff diversity, current recruiting and hiring practices, and explore best practices for recruiting and hiring a diverse workforce. This work will lead to the development of a plan in the 2023-24 school year.

Actions and Services Directly aligned to SP2027

- **Employee Retention and Support**
 - Assess MVWSD's current approach to professional development, differentiation, and ongoing staff support. This assessment will be done for certificated staff as well as classified staff

LCAP Goal 5 Metrics

- Percentage of School Facilities in Good Repair per the Facility Inspection Tool (FIT)
- Percentage of completed work orders in Service Now
- Percentage of students reporting that my school is clean on the LCAP/Climate Survey
- Number/percentage of students without access to their own copies of standards aligned instructional materials for use at school and at home
- Percentage of staff reporting that my school is well-maintained on the LCAP/Climate Survey
- Percentage of staff reporting that the facilities at my school are up to date on the LCAP/Climate Survey

LCAP Goal 5

Goal: Develop and implement plans and protocols to ensure the equitable distribution of resources that support student success.

Strategic Plan Goal Area 5

State Priority: 1

Total Expenditures: \$813,895

Major Actions and Services

- **School Cleanliness**

- Director of Maintenance will walk campuses with principals and discuss any cleaning and maintenance issues including outstanding work orders. The Maintenance Department will also restart cleaning checklists along with cleaning surveys that will be sent to all staff.

- **Technology Devices**

- Each year the District issues new Chromebooks to students entering TK/K and 5th grade. The students that receive the Chromebook in TK/K will use the same device through the end of their 4th grade school year. Students that receive a Chromebook at 5th grade will use that device through the end of 8th grade.

Actions and Services Directly aligned to SP2027

- **MVWSDConnect**

- The District will continue the deployment of CBRS radios at all school sites and continue to add additional families to the network.

- **Equitable Facilities and Resources**

- convene a workgroup including parents and staff to identify District standards that need to be developed and then work to create them.

- **Meals for Students**

- MVWSD will hold focus groups to improve our Child Nutrition program to offer high quality meals that students and parents value.

- **Flexible Learning Environments**

- Create a workgroup of stakeholders to research high-leverage opportunities for flexible learning that use the District's current curriculum.



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Increased or Improved Services

Increased and Improved Services

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 6.96% or \$2,740,686
- The District plans to spend \$6,428,148 on increased or improved services
- While the following actions have been identified as increasing or improving services for unduplicated students there are others in the LCAP that will also support unduplicated students:
 - 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
 - **Support for Castro Elementary School - Instructional Assistants - Goal 1, Action 25**
 - School and Community Engagement Facilitators - Goal 3, Action 1

LCAP Budget 2022-23

Funding Source(s)	Amount
LCFF Funds --Supplemental	\$6,428,148 \$6,428,148
Other State Funds --ELO-P --Educator Effectiveness --Lottery	\$ 1,341,899 \$ 725,000 \$ 432,891 \$ 184,008
Local Funds --School Linked Services --Parcel Tax --Shoreline --Unrestricted General Fund --Special Education	\$2,313,007 \$ 193,522 \$ 1,258,427 \$ 550,195 \$ 157,975 \$ 152,888
Federal Funds --Title 1 --Title 3 --Esser 3 --CEIS	\$1,128,404 \$ 241,228 \$ 155,000 \$ 555,036 \$ 177,140
Total LCAP Expenditures Mountain View Whisman School District	\$11,211,458

LCAP Spending Highlights

Goal 1

• Instructional Coaches	\$ 2,282,148
• Response to Instruction	\$ 2,011, 231
• Summer Programs	\$ 725,000
• Targeted Student Support Program	\$ 307,600
• Additional Support for Castro School	\$ 502,959

Goal 2

• At Risk Supervisors	\$ 1,258,427
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Goal 3

• School and Community Engagement Facilitators	\$ 980,477
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Goal 4

• New Teacher Support	\$ 432,891
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Goal 5

• Technology Devices	\$ 509,395
• MVWSD Connect	\$ 300,000



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Next Steps

Next Steps

- Respond in writing to comments and questions from the public hearing
- June 16: Present LCAP and Federal Addendum for approval
- June 17: Submit LCAP to the Santa Clara County Office of Education

Questions?

- Please visit the District website to learn more about Strategic Plan and the Local Control Accountability Plan
 - mvwsd.org/about/district_plans