



Mountain View  
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School District

# Local Control Accountability Plan (LCAP)

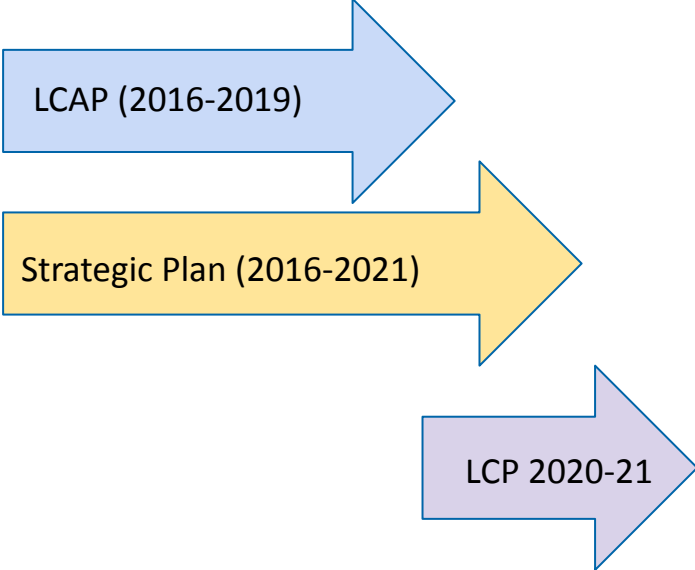
June 2023

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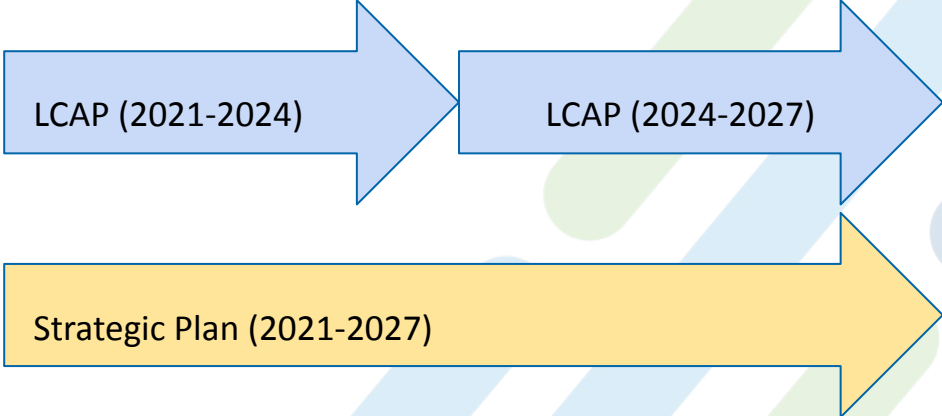
# Alignment

- 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

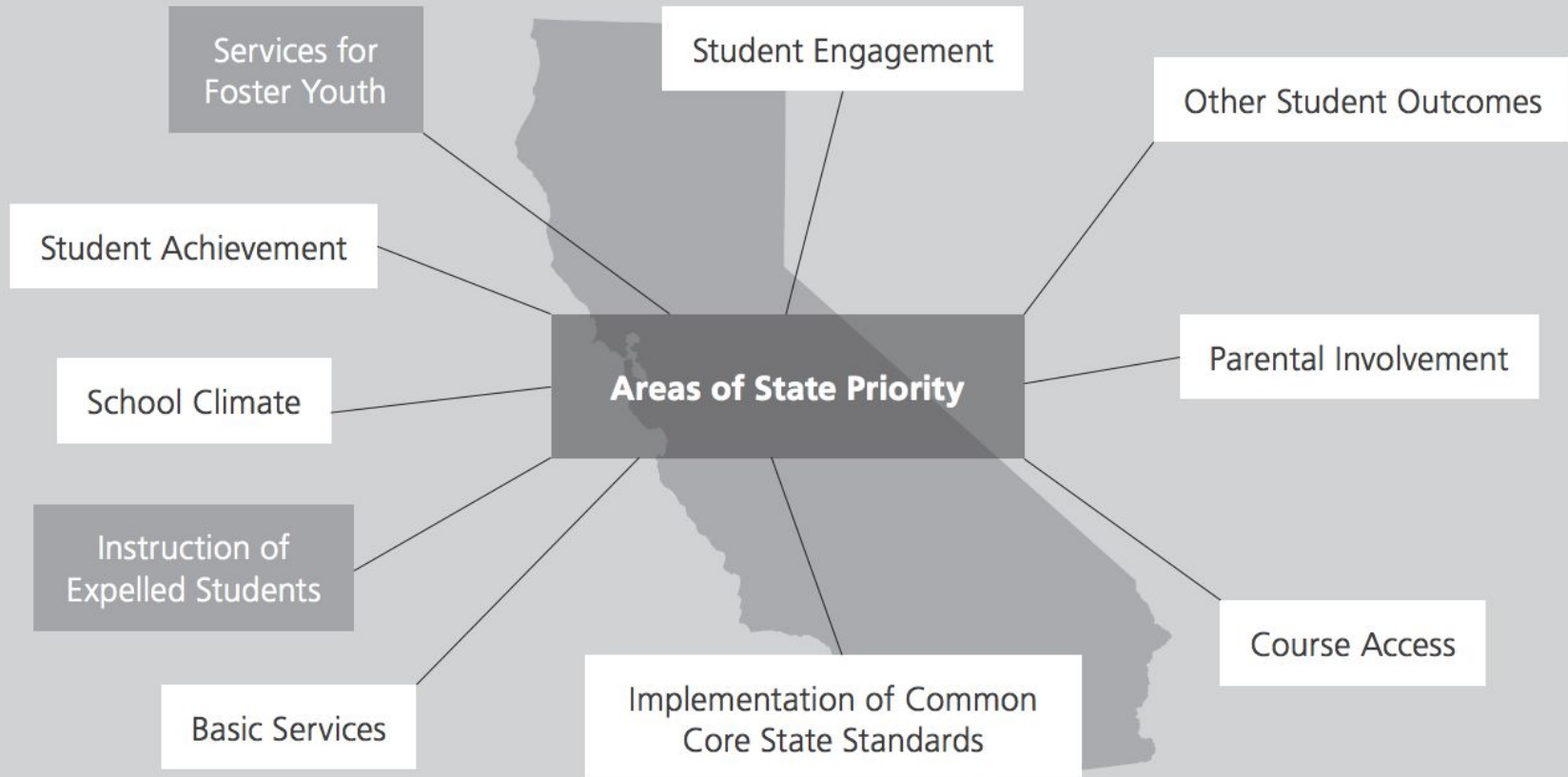
# Local Control Accountability Plan - LCAP

- 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, 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 2023

January/February	Shared LCAP timeline with stakeholders including, Board of Trustees, Leadership Team, Educational partners
January 30 - February 17	LCAP survey window
January/February	Schools presented timeline to site groups including DAC, DELAC and certificated and classified staff and provided time for groups to take the LCAP survey
March	Reviewed initial input and begin drafting Annual Update
April	Reviewed data from surveys and drafted 2023-24 LCAP
May 2nd	LCAP draft completed
May 2023	Post LCAP draft for public comment on District Website 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 and post on website
June 1	Present LCAP and supporting documents to Board of Trustees in Public Hearing
June 15	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 18, 2023
- The LCAP/Climate survey was administered between January 30 and February 17, 2023
- A summary of response data is below:

## Students

- Given to students in grades 4-8
- 2,087 responses recorded compared to 1,755 in 2022

## Staff

- 493 responses recorded compared to 385 in 2022
- 51% were certificated teachers

## Parents

- 1059 total responses compared to 928 in 2022
- Due to changes made in survey distribution, this represents an increase in response rates by parents from 13% to 31% from spring 2022 to spring 2023.
  - 41% of respondents identified as white and 24% identified as Hispanic/Latino
  - 9% have students that are learning English
  - 30% have students who receive free or reduced lunch
  - 10% have students with an Individualized Education Program (IEP)
  - The majority of parent responses came from Graham (16%)
  - The lowest number of parent responses came from Castro (6%) and Monta Loma (2%)

# New or Revised Actions

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

**Early Literacy Team:** The purpose of the team is to provide resources and personnel to address the needs of students in foundational skills with a focus on our lowest performing sites: Castro School, Monta Loma, Theuerkauf and Mistral. (Goal 1, Action 22).

**Newcomer Plan:** The District will Implement a newcomer plan with supplemental resources in 2023-24. The plan will include the hiring of three Newcomer teachers - one for each middle school and one itinerant teacher to be shared among the elementary schools (Goal 1, Action 13)

**Chronic Absenteeism:** Develop and implement an attendance monitoring and staff communication system for Homeless students to be used consistently by all school sites (Goal 2, Action 8)

**Student Behavior:** District staff will develop and implement a process for responding to student behavior incidents that will be used consistently across all sites and develop guidelines for all sites for responding to student behavior incidents. (Goal 2, Action 9)

**Professional Development:** staff will assess MVWSDs current approach to professional development, differentiation, and ongoing staff support and meet regularly with the professional development committees for both classified and certificated staff (Goal 4, Actions 2 and 3).

**School Cleanliness:** Hire a Custodial Supervisor. The Custodial Supervisor will monitor site cleanliness and provide training and support to custodians. along with the principal (Goal 5, Action 7).



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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 6 was added in 2023- 24 to address the improving outcomes at Castro School

- **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.
- **Goal 6** Develop and Implement effective and consistent practices that meet the needs of students of Castro School.

# 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 ELPAC
- Increase the percentage of students who made 1 year's growth in English Language Arts and mathematics
- Designated English Language Development Schedules complete
- Disproportionality - Decrease identification rate for Hispanic/Latino students being identified for Special Education
- Implementation of Academic Content Standards Self Reflection Tool Rubric
- Implementation of Broad Course of Study Self Reflection Tool - Percentage of students in grades 1-8 that have access to a Broad Course of Study
- 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: \$ 7,417,109**

## Major Actions and Services:

- **Instructional Coaches**
  - Maintain instructional coaches
- **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 2023 include Elevate Math, Valdes Math, Olimpico, and Extended School Year, enrichment and after program care
- **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.
- **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: \$7,417,109**

## Major Actions and Services:

- **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.
- **NewComer Plan**
  - The District will implement a newcomer plan with supplemental resources in 2023-24. The plan will include the hiring of three Newcomer teachers - one for each middle school and one itinerant teacher to be shared among the elementary schools (Goal 1, Action 13)
- **Co-teaching**
  - The District will continue to implement co-taught classes in English Language Arts and mathematics
- **Intensive Reading Instruction**
  - The District will continue to provide an intensive reading curriculum to all schools to better support students with building foundational reading skills with a focus on Students with Disabilities.
- **Addressing Disproportionality**
  - Continue to partner with Stanford's Center to Support Excellence in Teaching to develop and implement a plan for systematic improvement for Hispanic/Latino students.

# 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: \$7,417,109**

## **Major Actions and Services:**

- **Early Literacy Team (New for 2023-24)**

- Convene an early literacy team is to provide resources and personnel to address the needs of students in foundational skills with a focus on our lowest performing sites: Castro School, Monta Loma, Theuerkauf and Mistral.

## **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.

- **Equity Seminars**

- Engage principals, teachers, and staff in training sessions about addressing bias-motivated incidents and attitudes at the middle schools, particularly.

# 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:** \$1,352,006

## 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.
- **Addressing Chronic Absenteeism - Homeless Students**
  - Develop and implement an attendance monitoring and staff communication system for Homeless students to be used consistently by all school sites
- **Supporting Student Behavior**
  - Develop and implement a process for responding to student behavior incidents that will be used consistently across all sites and develop guidelines for all sites for responding to student behavior incidents.

## Actions and Services Directly aligned to SP2027

- **Student Social Emotional Health**
  - Continue to implement and expand Sown to Grow
- **Whole School, Whole Community, Whole Child Model (WSCC).**
  - Provide professional development to administrators on the the Whole School, Whole Community, Whole Child

# 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: \$1,061,273**

## **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
- **Staff Input** - Continue to facilitate opportunities for staff to provide input on District initiatives

## **Actions and Services Directly aligned to SP2027**

- **Parent Engagement - Parent University**
  - Continued refinement, branding, and publicity for Parent University as it enters its second year of the new format.
- **Parent Communication**
  - Set up pilots with technology platforms. Obtain feedback from stakeholders on results of research and analysis and then implement
- **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.

# 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: \$562,588**

## **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.

## **Actions and Services Directly aligned to SP2027**

- **Employee Retention and Support**
  - Assess MVWSDs' 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 with 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: \$795,442**

## Major Actions and Services

- **School Cleanliness**
  - The Director of Maintenance will walk campuses with principals and discuss any cleaning and maintenance issues including outstanding work orders. The Maintenance Department will also continue cleaning checklists along with cleaning surveys. The Director of Maintenance will evaluate custodial schedules each month for efficiency as well as hold regular monthly meetings with the custodial staff
- **Custodial Supervisor**
  - Custodial Supervisor will monitor site cleanliness and provide training and support to custodians.
- **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.

# LCAP Goal 6 Metrics

- Improve California Assessment of Student Performance and Progress (CAASPP) ELA and math results
- Improve iReady results in ELA and math
- Decrease chronic absenteeism
- Decrease suspensions
- Increase percentage of students who made 1 year's growth in ELA and math based on the results of iReady assessments
- Increase the number of parents who respond to the District's LCAP/Climate Survey
- Increase the Reclassification Rate
- Decrease the Percentage of Long Term English Learners
- Increase the percentage of students who maintain a level 4 or gain at least one level on the ELPAC
- Increase percentage of staff who agree or strongly agree that students social emotional needs were met on the LCAP/Climate Survey.
- Increase percentage of parents who agreed or strongly agree that students social emotional needs were met on the LCAP/Climate Survey.
- Increase percentage of families that agree or strongly agree that they understand the academic supports available to their students on the LCAP/Climate Survey
- Increase percentage of families reporting that they agree or strongly agree that MVWSD creates a welcoming environment for families on the LCAP/Climate Survey.
- Increase percentage of students reporting that my school is clean on the LCAP/Climate Survey.
- Increase percentage of students reporting that I feel safe at my school my on the LCAP/Climate Survey.
- Increase percentage of staff reporting that I feel safe at my school my on the LCAP/Climate Survey.

# LCAP Goal 6

**Goal:** Develop and Implement effective and consistent practices that meet the needs of students of Castro School.

**Strategic Plan Goal Areas:** 1, 2, 3 and 5 **State Priorities:** 2,3 4, 5, 6 and 8 **Total Expenditures:** \$871,482

## Major Actions and Services

- **Early Literacy Team**
  - For the 2023-24 school year the District is adding an Early Literacy Team. The purpose of the team is to provide resources and personnel to address the needs of students in foundational skills with a focus on our lowest performing sites: Castro, Monta Loma, Theuerkauf and Mistral. Since this action was developed as the District was considering how best to support Castro specifically, 40% of time will be spent providing early literacy support for Castro students.
- **At Risk Supervisor**
  - Add one additional 1.0 FTE At-Risk Supervisor for Castro School. 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.
- **School and Community Engagement Facilitator**
  - Castro School already has 1.0 FTE School and Community Engagement Facilitator (Goal 3, Action 1). The District will provide additional 0.5 FTE support for 2023-**24**.
- **Wellness Center**
  - Through a partnership with the Santa Clara County Office of Education, Castro School has a Wellness Center staffed with a trained counselor to support student and staff mental health needs.
- **Additional TK Class**
  - The District will add one TK class to Castro School in order to provide consistent programming for families residing in the Castro Neighborhood.



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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 7.08% or \$3,307,908
- The District plans to spend \$6,254,451 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 7
  - Director of Equity - Goal 1 Action 8
  - School and Community Engagement Facilitators - Goal 3, Action 1



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# Next Steps



# Next Steps

- Respond in writing to comments and questions from the public hearing
- June 15: Present LCAP and Federal Addendum for approval
- June 16: 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](https://mvwsd.org/about/district_plans)