



Mountain View
Whisman
School District

Local Control Accountability Plan (LCAP)

May 2024

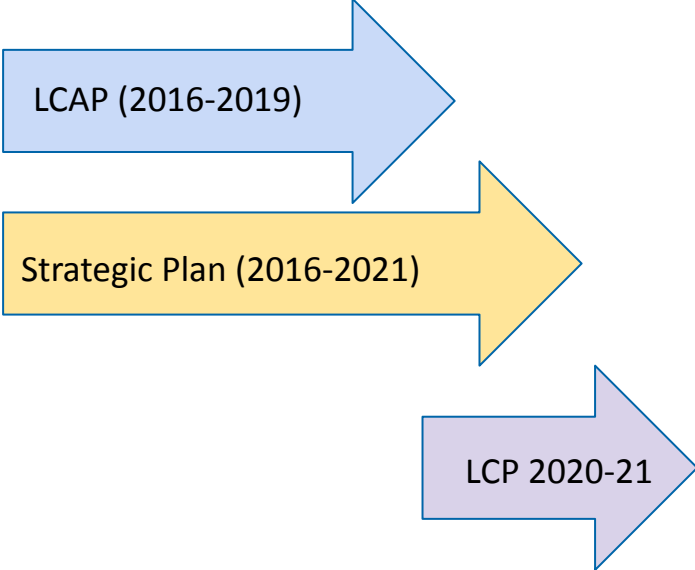
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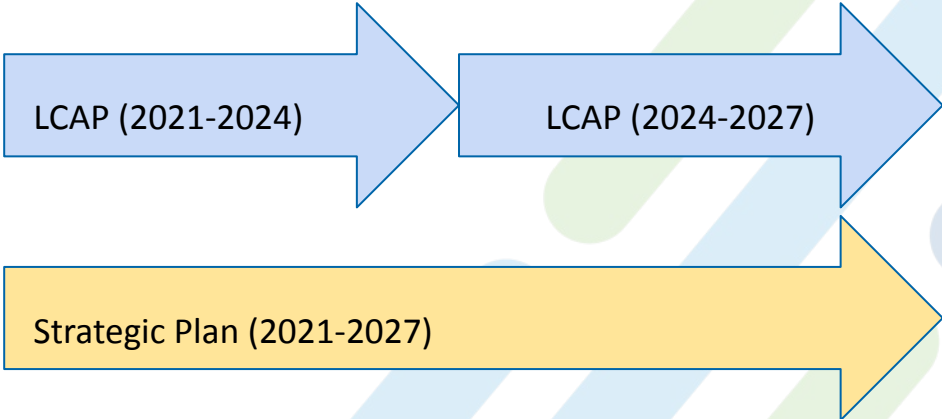
Alignment

- 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 2024-2027 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

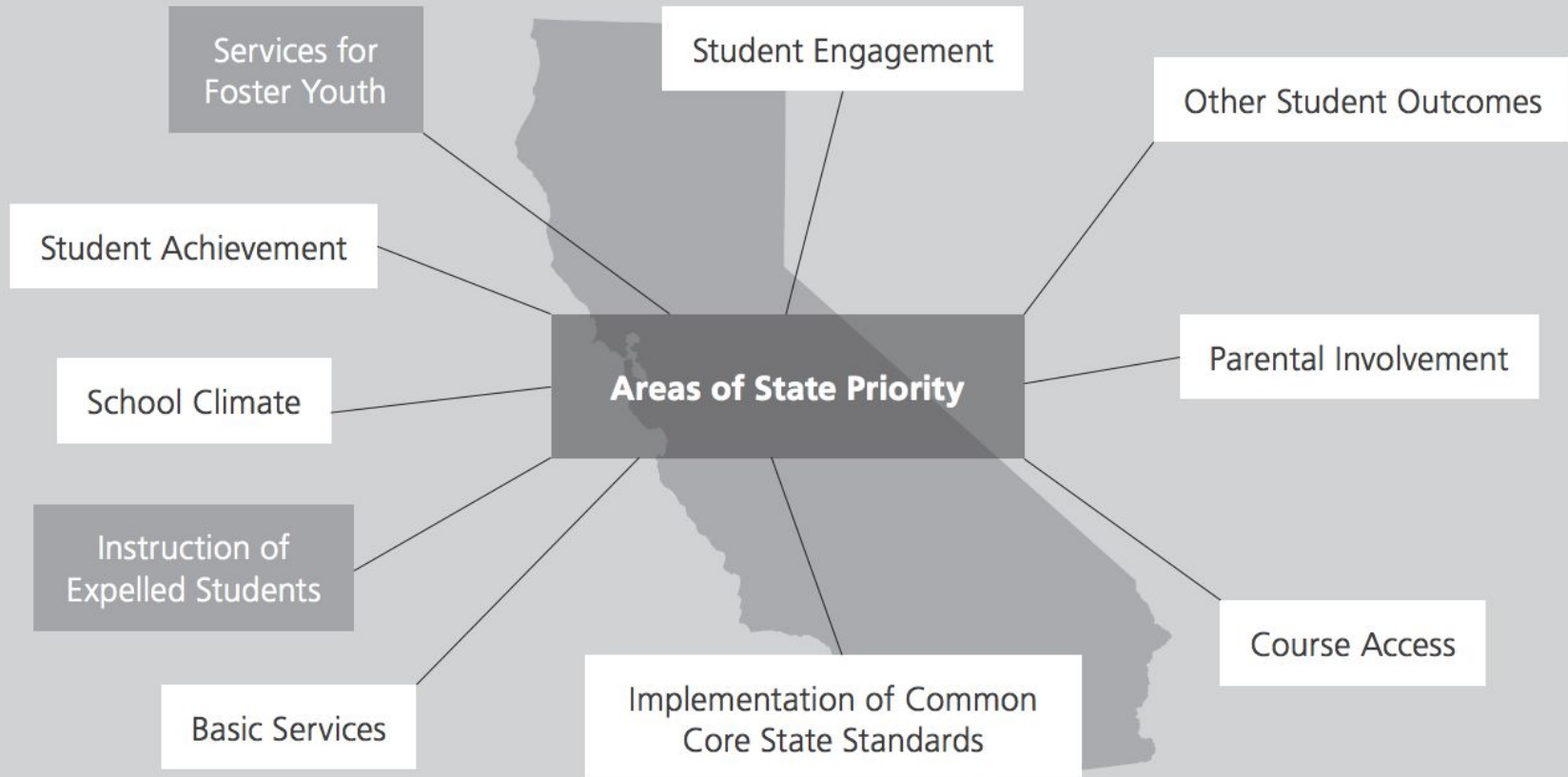
- School districts in California must develop three-year plans to explain their goals and strategies for improving achievement for all students and provide updates on the prior year's plan successes and challenges through the annual update.
- The goals must address the eight state priorities and actions 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

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 2024-25

LCAP Timeline Spring 2024

January/February	Shared LCAP timeline with stakeholders including, Board of Trustees, Leadership Team, Educational partners
January 29- February 16	LCAP survey window
January/February	Schools presented timeline to site groups including Advisory Groups 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 2024-25 LCAP
May 10	LCAP draft completed
May 2024	Post LCAP draft for public comment on District Website Gather additional input from District Advisory Committee (DAC), District English Language Advisory Committee (DELAC), Special Education Local Plan Area (SELPA) and middle school students. Provide written responses to all input received and post on website
May 30, 2024	Present LCAP and supporting documents to Board of Trustees in Public Hearing
June 13, 2024	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 16, 2024
- The LCAP/Climate survey was administered between January 29 and February 16, 2024
- A summary of response data is below:

Students

- Given to students in grades 4-8
- 2,015 responses recorded compared to 2,087 in 2023

Staff

- 449 responses recorded compared to 495 in 2023
- 57% were certificated teachers

Parents

- 1288 total responses compared to 1059 in 2023
- Due to changes made in survey distribution, this represents an increase in response rates by parents from 31% to 34% from spring 2023 to spring 2024.
 - 30% of respondents identified as white and 27% identified as Hispanic/Latino
 - 10% 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 (7%) and Monta Loma (5%)

New or Revised Actions

Early Literacy Team: Add one additional teacher (6 teachers) and add Vargas as additional site receiving literacy intervention. 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 and Vargas (Goal 1, Action 14).

ELPAC Interim Assessments: Site staff will be trained on and give the ELPAC interim assessment, analyze the results and make instructional adjustments to English Language Development instruction at least one time in the fall/winter leading to increased levels of English proficiency (Goal 1, Action 16)

New PreK-5 English Language Arts Curriculum: Adopt a new structured literacy curriculum based on the Science of Reading to better support reading instruction for all students (Goal 1, Action 17)

Castro Daily Schedule: Implement a new daily schedule which includes time for breakfast during the first part of the school day, 50 minute blocks for instruction, common breaks for grades 1-5, cross grade level Response to Instruction daily and team teaching in math (Goal 6, Action 7)

New or Revised Actions

Chronic Absenteeism: Develop and implement an attendance monitoring and staff communication system for Homeless students and Students with Disabilities to be used consistently by all school sites and hire an additional McKinney Vento liaison (Goal 2, Action 3)

Suspension Rates/Student Behavior (Goal 2, Actions 4 and 5): This District will:

- Review discipline data monthly
- Expand the District's Behavior intervention matrix to include specific strategies for Students with Disabilities and Homeless students
- Provide Professional development to site leaders and staff on utilizing the COST process to develop plans to support individual student behavior, teaching the SEL skills necessary to students to regulate their behavior and on alternatives to suspension

Student Social Emotional Health: Explore options for a social emotional learning curriculum that can be implemented in 2025-26 and counselors to each school site (Goal 2, Actions 9 and 10)

Flexible Learning Environments: Enhance the 24/7 dashboard that gives access to standards aligned reading and math instructional materials to students and families from home. The math 24/7 dashboard will be launched in Fall 2024 and the reading 24/7 dashboard will be launched by the end of 2024-25 (Goal 5, Action 5)



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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

- California Assessment of Student Performance and Progress (CAASPP) results ELA, Math and Science
- ELPAC Results (students who maintained a level 4 or gained 1 level)
- Reclassification rate of English Language Learners
- Percentage of Long Term English Language Learners
- Rubric scores on the Academic Content Standards Self Reflection Tool Rubric
- Percentage of students in grades 1-8 that have access to a Broad Course of Study including Low-income, Foster Youth, English Language Learners and Students with Disabilities
- Percentage of General Education Participation - Students with Disabilities
- Percentage of Socio-Economically Disadvantaged Students, English Learners and Foster Youth that participate in the Expanded Learning Opportunities Program (MVWSD+)
- I-Ready Reading and Math results
- Percentage of students who made 1 year's growth in English Language Arts and mathematics on I-Ready
- Designated English Language Development Schedules complete
- Percentage of students in grades 1-8 that have access to a Broad Course of Study
- Percentage of parents who agreed or strongly agreed that their child had access to a broad range of subjects on the LCAP/Climate Survey.
- Percentage of English Learners are making progress toward English Language Proficiency
- Percentage of teachers who agreed or strongly agreed that instructional coaches help them improve their practice in 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

Estimated Expenditures: \$9,394,659

Major Actions and Services:

- **Instructional Coaches**
 - Maintain instructional coaches, English Language Development Coach and Technology Coach
- **i-Ready Assessment**
 - 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.
- **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.

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: \$9,394,659

Major Actions and Services:

- **NewComer Plan**
 - The District will Implement a newcomer plan with supplemental resources in 2023-24. The plan will include the hiring of five Newcomer teachers - one for each middle school and three itinerant teachers to be shared among the elementary schools (Goal 1, Action 13)
- **Supports for Students with Disabilities**
 - The District will continue to implement co-taught classes in English Language Arts and mathematics and provide intensive reading curriculum
- **Early Literacy Team**
 - Convene an early literacy team of 6 teachers is to provide resources and personnel to address the needs of students in foundational skills with a focus on the following sites: Castro School, Monta Loma, Theuerkauf and Mistral and Vargas.
- **ELPAC Interim Assessments**
 - Site staff will be trained to administer the ELPAC interim assessments. Sites will give the assessment, analyze the results and make instructional adjustments to English Language Development instruction
- **English Language Arts Curriculum:**
 - Adopt and implement a structured literacy curriculum based on the Science of Reading
- **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: \$9,394,659

Major Actions and Services:

- **Addressing Academic Outcomes for Homeless Students in ELA/Math**
 - Homeless students will be prioritized to attend after school programs and receive tutoring as a part of the program. Additionally, the District will implement a progress monitoring system for all Homeless students which lists the specific interventions being provided at each site or by the District as well allow for shifts in supports if progress is not being made.

Actions and Services Directly aligned to SP2027

- **Multi Tiered System of Support (MTSS)**
 - Continued expansion on the MTSS through the following;
 - 1. Launch of MVWSD's MTSS website that will include data dashboard and protocols for UDC, COST, and SST
 - 2. Implementation of an updated version of MVWSD's Strategies and Interventions Matrix
 - 3. Implementation of revised Universal Data Protocol Process. Coaches and site administrators will identify data needs for grade levels and teams will then develop instructional plans.

LCAP Goal 2 Metrics

- Attendance rates
- Chronic Absenteeism Rates
- Middle School Dropout Rate
- Suspension Rates
- Maintain 0% Expulsion Rate
- Percentage of students and staff who agreed or strongly agreed that they feel safe at school on the LCAP/Climate Survey.
- Percentage of parents who agreed or strongly agreed that their child feels safe at school on the LCAP/Climate Survey.
- Percentage of students who agreed or strongly agreed that adults care about their success on the LCAP/Climate Survey.
- Percentage of staff who agreed or strongly agreed that students' social emotional needs were met on the LCAP/Climate Survey.
- Percentage of parents who agreed or strongly agreed that their students' social emotional needs were met on the LCAP/Climate Survey.
- Significant Disproportionality rate for over suspending Hispanic students with IEPS (less than 10 days).

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 **Estimated Expenditures:** \$3,417,052

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 and Students with Disabilities**
 - Expand attendance monitoring and staff communication system to be used consistently by all school sites and participate in Digital Promise Cohort to learn new strategies to address chronic absenteeism
- **Supporting Student Behavior and Suspension Rates**
 - Review discipline data monthly, expand the Districts Behavior intervention matrix to include specific strategies for Students with Disabilities and Homeless students,
 - provide Professional development to site leaders and staff on utilizing the COST process to develop plans to support individual student behavior and teaching the SEL skills necessary to students to regulate their behavior and on alternatives to suspension

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:** \$3,417,052

Major Actions and Services:

- **Addressing Disproportionality**
 - Convene a team to develop a Comprehensive Coordinated Early Intervening Services Plan for approval no later than October 2024. In the interim, Actions 2.4 (Suspension Rates), 2.5 (Supporting Student Behavior), and 2.10 (Counselors) will support the District to begin to address this finding.

Actions and Services Directly aligned to SP2027

- **Student Social Emotional Health**
 - Continue to implement Sown to Grow and explore options for a social emotional learning curriculum that can be implemented in 2025-26.
- **Whole School, Whole Community, Whole Child Model (WSCC).**
 - Add District employed School Counselors at all school sites. Each site will have one counselor except for Graham (2) and Castro (1 and 1 in the Wellness Center) The counselors will play a critical role in addressing the varied needs of students at school sites and delivering Social Emotional Learning Lessons.

LCAP Goal 3 Metrics

- 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.
- Rubric scores on the Parent Involvement Self Reflection Tool Rubric
- Percentage of families reporting that they agree or strongly agree that MVWSD creates a welcoming environment for families on the LCAP/Climate Survey.
- Percentage of families that agree or strongly agree that they understand the academic and non-academic supports available to their students on the LCAP/Climate Survey.
- 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.

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

Estimated Expenditures: \$1,422,504

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

- **Director of Equity and Equity Seminars**

- 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 in including seminars..

- **Parent Engagement - Parent University**

- Improve Parent University offerings based on feedback and topics suggested by staff and parents and improve methods by which feedback is gathered to increase the amount of input from parents.

- **Parent Communication**

- Continue pilots with technology platforms.

- **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

- 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 my school provides adequate support to teachers on the 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 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 I have a say in the decision making process at my school or the District level on the LCAP/Climate survey.
- Percentage of staff that agree or strongly agree that administrators listen to my suggestions and recommendations on the LCAP/Climate survey.
- Staff Retention Rates

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 Estimated Expenditures: \$499,759

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.
- **Employee Retention and Support**
 - Analyze results of professional development survey and share with union leadership to refine how the District delivers professional development.

Actions and Services Directly aligned to SP2027

- **Hiring Process**
 - Implement District's hiring plan and revise and refine as needed

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
- 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
- Number/percentage of students with access to their own copies of standards aligned instructional materials for use at school and at home

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 Estimated Expenditures: \$987,697

Major Actions and Services

- **School Cleanliness**

- The Director and Assistant Director of Maintenance will continue to walk sites monthly with principals. Additionally, a new site survey will be implemented to collect data on facility maintenance, grounds and overall site cleanliness. Information collected will be used to address issues.

- **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.

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: \$987,697

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.

- **Meals for Students**

- Child Nutrition will focus on making from-scratch meals and improving the quality of food offered. Staff will also work towards serving breakfast in the classroom at Castro.

- **Flexible Learning Environments**

- Continue to enhance the 24/7 dashboard that gives access to standards aligned reading and math instructional materials to students and families from home. The math 24/7 dashboard will launch in Fall 2024 and the reading 24/7 dashboard will be launched by the end of 2024-25.

LCAP Goal 6 Metrics

- California Assessment of Student Performance and Progress (CAASPP) ELA and math results
- English Language Learners maintained level 4 or gained at least 1 level on the ELPAC
- Reclassification Rate
- Percentage of EL students that are At Risk of becoming Long Term English Learners
- I-Ready results in ELA and math
- Percentage of students who made 1 year's growth in ELA and math based on iReady assessments
- School Attendance Rates
- Chronic absenteeism
- Suspension Rates

LCAP Goal 6 Metrics

- Number of parents who respond to the District's LCAP/Climate Survey
- Percentage of staff who agree or strongly agree that students social emotional needs were met on the LCAP/Climate Survey.
- Percentage of parents who agreed or strongly agree that students social emotional needs were met on the LCAP/Climate Survey.
- Percentage of families that agree or strongly agree that they understand the academic supports available to their students on the LCAP/Climate Survey
- Percentage of families reporting that they agree or strongly agree that MVWSD creates a welcoming environment for families on the LCAP/Climate Survey.
- Percentage of students reporting that my school is clean on the LCAP/Climate Survey.
- Percentage of students reporting that I feel safe at my school on the LCAP/Climate Survey.
- Percentage of staff reporting that I feel safe at my school 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: \$672,704

Major Actions and Services

- **Early Literacy Team**
 - Continue to allocate 40% of Early Literacy team time will be spent providing 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
- **Dedicated Newcomer Teacher**
 - Add a 1.0 FTE newcomer teacher

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: \$672,704

Major Actions and Services

- **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.
- **Counselor**
 - Provide an additional 1.0 FTE counselor. Castro School already has 1.0 FTE Counselor through the Wellness Center (Goal 6, Action 4)
- **New Daily Schedule/Breakfast**
 - Implement a new daily schedule which will include designated time for breakfast during the first part of the school day. The new schedule will have 50 minute blocks for instruction, common breaks for grades 1-5 and allow for cross grade level Response to Instruction each day. The new schedule will also allow for team teaching in math.
- **Playworks**
 - Partner with Playworks to bring additional support and structure to the Castro playground



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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 6.73% or \$3,569,072
- The District plans to spend \$6,468,628 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
 - School and Community Engagement Facilitators - Goal 3, Action 1
 - Director of Equity - Goal 3 Action 2



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Next Steps

Next Steps

- Respond in writing to comments and questions from the public hearing
- June 13: Present LCAP and Federal Addendum for approval
- June 14: 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