



Mountain View
Whisman
School District

Local Control Accountability Plan (LCAP)

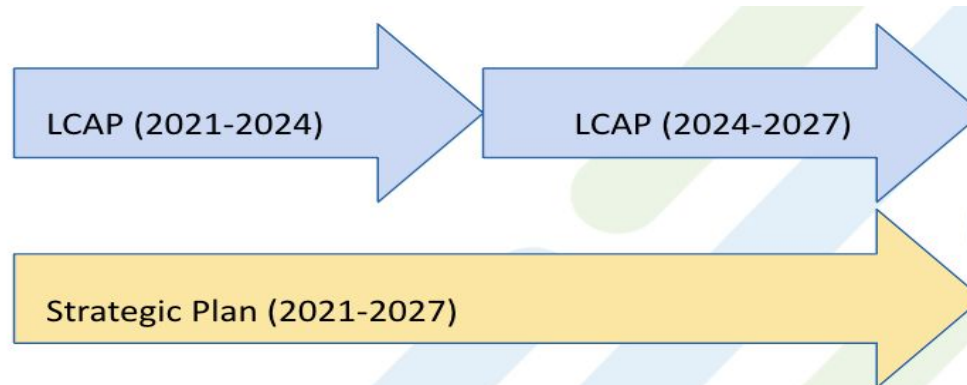
May 2025

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Alignment

- The Strategic Plan (SP) defines and guides work in MVWSD
- The Local Control Accountability Plan (LCAP) aligns to the Strategic Plan and is required by the California Department of Education
- The six-year SP2027, aligns with two cycles of the District's LCAP to ensure that district initiatives and work is focused and targeted





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Local Control Accountability Plan

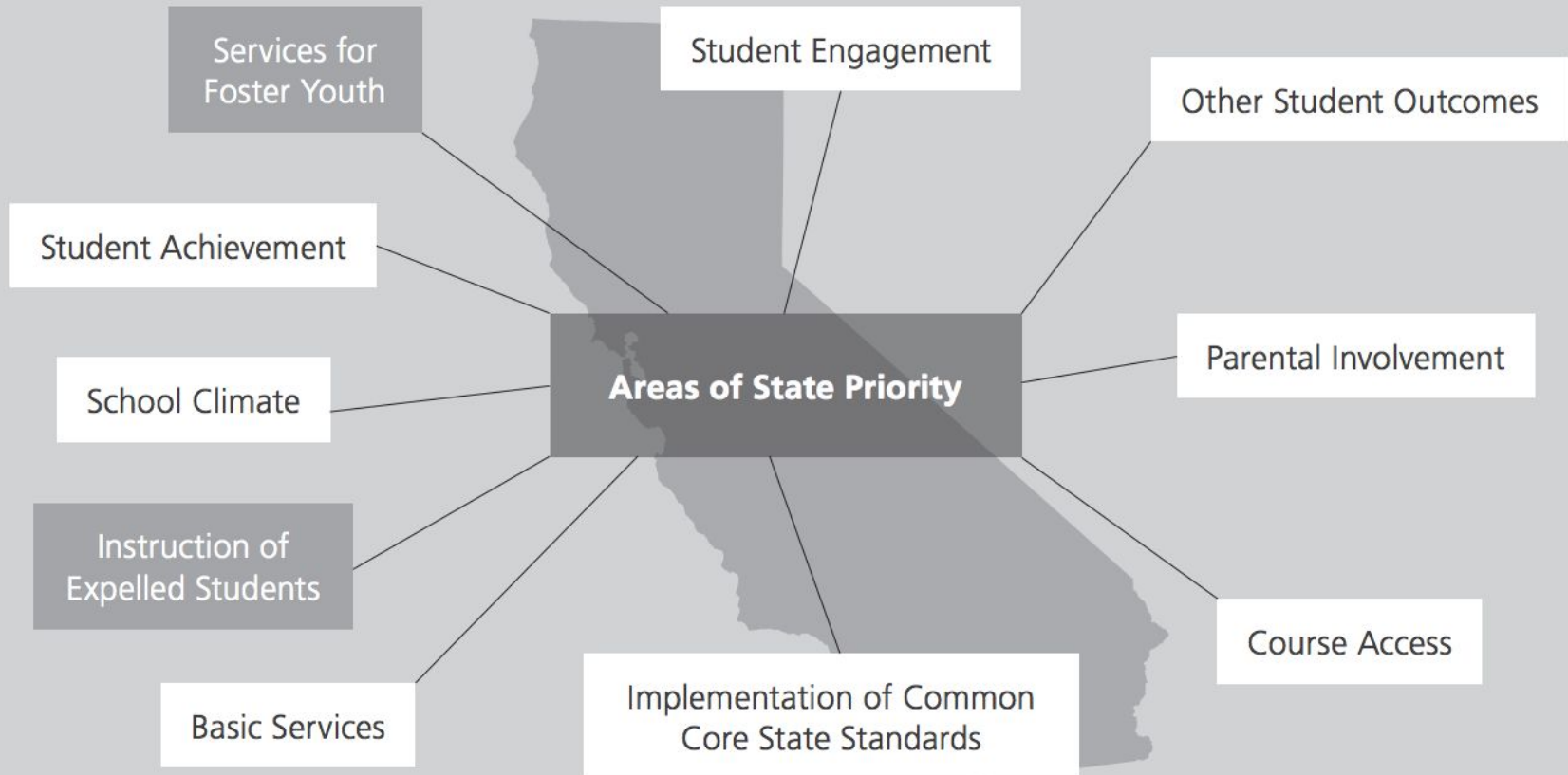
Local Control Accountability Plan - LCAP

- 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 2025-26

LCAP Timeline Spring 2025

January/February	Shared LCAP timeline with stakeholders including, Board of Trustees, Leadership Team, Educational partners
January 27- February 14	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 2025-26 LCAP
April 30, 2025	LCAP draft completed
May 2025	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 Student Advisory Groups. Provide written responses to all input received and post on website
May 29, 2025	Present LCAP and supporting documents to Board of Trustees in Public Hearing
June 12, 2025	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 and Student advisory groups, as applicable, for review and comment
 - Respond, in writing, to comments received from the advisory committees
- Staff also uses the results of the Annual LCAP/Climate Survey to inform revisions to existing actions or the addition of new actions in the LCAP each year

LCAP/Climate Survey

- District staff has included a report on the results of the LCAP/Climate Survey for the Board of Trustees on May 29, 2025 as a part of the consent agenda.
- The LCAP/Climate survey was administered between January 27 and February 14, 2025
- A summary of response data is below:

Students

- Given to students in grades 4-8
- 1,522 responses recorded compared to 2,015 in 2024

Staff

- 448 responses recorded compared to 449 in 2024
- 56% were certificated teachers

Parents

- 1222 total responses compared to 1288 in 2024
 - 30% of respondents identified as white and 26% identified as Hispanic/Latino
 - 12% have students that are learning English
 - 32% have students who receive free or reduced lunch
 - 11% have students with an Individualized Education Program (IEP)
 - The majority of parent responses came from Graham (15%)
 - The lowest number of parent responses came from Castro (5%) and the highest participation among elementary schools was from Landels (11%).

New or Revised Actions

Survey data indicates a need for the District to continue to focus on addressing the academic needs of all students.

- 53% of staff agree that students are on track for the next academic year.
- 61% of parents agree that their child's school offers challenging classes,
- 55% agree that high-performing students and 67% agree that underperforming students receive the necessary support and resources

Revised

- **Action 1.1 Instructional Coaches:** The role of the instructional coach has been revised for 2025-26 to include up to 40% of time spent providing small group, research based literacy intervention. This will ensure that literacy intervention by trained teachers will be provided at all schools.
- **Action 1.5 Response to Instruction:** review extension instruction during Response to Instruction in 2025-26 to identify adjustments to better meet the needs of higher performing students.

New

- **Action 1.17 Math:** Continue process of adopting new math materials and updating programming, assessments and pathways. A well designed curriculum provides a clear roadmap for teachers helping them deliver instruction that is both effective and engaging thus improving outcomes for students.

New or Revised Actions

Supports for Students with Disabilities - Action 1.12

Only 62% of parents and 63% of staff agree that students in Special Education receive the resources and support they need.

Continue

- Providing a research based, intensive reading curriculum to better support the building of foundational reading skills for Students with Disabilities. This is in addition to support provided through the Reading Intervention team (Action 1.14).
- implementing co-taught classes in English Language Arts and mathematics at both middle schools.

New

- Learning Center models at several school sites and determine whether they are more effective than Co-Teaching.
- Social Resource Programs at two schools to better support students in general education with Autism.
- 1.0 FTE Special Education Coach to support new teachers in Special Education, work with teachers on instructional practices and the development and implementation of Individualized Education Programs (IEPS)
- Dyslexia Clinic: small group reading intervention for approximately 40 students. Students will receive research-based intervention in groups of three, five hours per week by trained teachers.

New or Revised Actions

Survey data, specifically from students, indicates a need for the District to continue to focus on addressing areas related to Social Emotional Learning and School environment:

- **Parents:** Students from different cultural backgrounds become friends (91%) and school rules are fair (89%)
- **Staff:** Students from different cultural backgrounds become friends (87%), school rules are fair (88%) and students are comfortable talking with school staff (89%)
- **Students:** Students are treated fairly (60%), students are feeling comfortable talking to school staff (65%) and students respect the teachers and staff (59%).

Revised Supporting Student Behavior

- Continue to focus on actions from 2024-25 to address decreasing suspension rates and training on alternatives to suspension (Goal 2, Actions 4 and 5 . In 2025-26 develop a plan for adopting a comprehensive Restorative Practices approach districtwide (Goal 2, Actions 4)

New Social Emotional Learning Curriculum

- Implement new Social Emotional Learning Curriculum pending board adoption in May (Goal 2, Action 9)

Expansion of Mental Health Supports

- Add a Mental Health Specialist to support intensive student mental Health needs primarily at the district's middle schools and to increase mental health services through contracted services and interns (Goal 2, Action 10)

New or Revised Actions

Addressing Chronic Absenteeism (Goal 2, Action 3)

MVWSD was identified for Differentiated Assistance due to high levels of chronic absenteeism for Homeless students in 2022-23 and now is identified for high chronic absenteeism rates for Students with Disabilities. While chronic absenteeism rates have decreased, and data is not finalized, rates are still high for some student groups and at Castro School (Data as of April 30, 2025)

- Castro: 23.3% (20.7 in 2023-24)
- Student with Disabilities: 19.7% (19.9% in 2023-24)
- Homeless: 17.2 (24.8% in 2023-24)
- Socially Economically Disadvantaged: 19% (20.8% in 2023-24)

Revised

Continue actions that began in 2022-23 and in 2025-26 participate in the Attendance Collaborative through the Santa Clara County Office of Education. Utilize systems and strategies learned in this collaboration to support sites with interventions for students to reduce chronic absenteeism and increase school engagement. Shared at Leadership Team meetings, secretary trainings, meetings with School Community Engagement Facilitators and the Special Education Department. (Goal 2, Action 3).

New or Revised Actions

Employee Retention and Support (Goal 4, Action 2)

Less than a third of staff are very or completely satisfied with the district's professional development (32% - +2 from 2024) and less than half report being satisfied with their school's professional development (44% - +7 from 2024)

Revised

- Continue to administer the Professional Development Survey each year, share results with union leadership and utilize results to help inform the development of a Professional Development Framework that will outline the District's approach to enhance employees individual's skills, knowledge, and career progression

School Cleanliness (Goal 5, Action 1)

School cleanliness continues to be rated as the lowest areas for students. Only 35% of students agree that their campuses were clean (+2 from spring 2024).

Revised

- Implement bi-monthly inspections using methods aligned with the State of California Facility Inspection Tool (FIT). Inspections will be conducted at each school, reviewing all playgrounds and restrooms, along with a rotating sample of classrooms to ensure every room is inspected at least twice per year.
- Conduct focus groups with students across all sites in the District in order to better understand their concerns regarding cleanliness and address them more effectively



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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
- See appendix slides 37-44 for LCAP metrics for all goals

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: \$7,681,925

Major Actions and Services:

- **Instructional Coaches**
 - Maintain instructional coaches and adjust to include up to 40% of their time providing reading intervention. Keep English Language Development Coach and Technology Coach
- **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 site's 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 supplemental resources
- **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

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
- **Supports for Students with Disabilities**
 - The District will pilot learning centers, add social resources programs, add a coach, and begin a Dyslexia Clinic
- **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.
- **Mathematics Programming and Curriculum Adoption**
 - Continue process to update the District's mathematics program and curriculum

Goal 1 Actions and Services Directly aligned to SP2027

- **Multi Tiered System of Support (MTSS)**
 - Re-launch MVWSD's MTSS website that will include protocols for data and information collection, Coordination of Services Team meetings (COST), and Student Success Team meetings to improve access and use of data to support the Whole Child.
 - Explore the feasibility of continuing to use a District generated website or purchasing a new data and MTSS management platform.

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:** \$3,674,857

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.
- **Addressing Chronic Absenteeism**
 - Continue attendance monitoring and staff communication system to be used consistently by all school sites and participate in the Attendance Collaborative through the Santa Clara County Office of Education.
- **Supporting Student Behavior and Suspension Rates**
 - Continue to focus on actions from 2024-25 to address decreasing suspension rates and training on alternatives to suspension. In 2025-26 develop a plan for adopting a comprehensive Restorative Practices approach districtwide.

LCAP Goal 2

Goal 2 Actions and Services Directly aligned to SP2027

- **Student Social Emotional Health**
 - Implement new Social Emotional Learning Curriculum pending board adoption in May.
- **Whole School, Whole Community, Whole Child Model (WSCC).**
 - Continue to have District employed School Counselors at all school sites and expand services to include a Mental Health Specialist to support intensive student mental Health needs primarily at the district's middle schools and to increase mental health services through contracted services and interns

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: \$1,205,309

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

Goal 3 Actions and Services Directly aligned to SP2027

- **Equity**
 - Continue implementation of the district's culture and climate program #BetterTogether. The annual theme will be One World: Many Voices, convene a quarterly District Equity Advisory Committee, consult with Superintendent or designee on Equitable Access to Choice Programs in the district and provide professional development on issues related to healthy school culture and climate for both students and staff upon request.
- **Parent Engagement - Parent University**
 - Continue to offer both District sponsored and site sponsored Parent University events.
- **Parent Communication**
 - Continue pilots with technology platforms.

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: \$621,147

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 and utilize results to help inform the development of a Professional Development Framework that will outline the District's approach to enhance employees individual's skills, knowledge, and career progression

Goal 4 Actions and Services Directly aligned to SP2027

- **Hiring Process**
 - In 2025-26 the District will conduct an assessment of the leadership opportunities for staff and engage stakeholder groups in order to gain insight and begin to develop leadership pathways.

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: \$522,996

Major Actions and Services

- **School Cleanliness**

- Implement bi-monthly inspections using methods aligned with the State of California Facility Inspection Tool (FIT). Inspections will be conducted at each school, reviewing all playgrounds and restrooms, along with a rotating sample of classrooms to ensure every room is inspected at least twice per year.
- Conduct focus groups with students across all sites in the District in order to better understand their concerns regarding cleanliness and address them more effectively

LCAP Goal 5

Goal 5 Actions and Services Directly aligned to SP2027

- **MVWSDConnect**
 - Continue to provide routers and Chromebooks to students who need Internet access at home ensuring internet access for all students.
- **Meals for Students**
 - Child Nutrition will focus on making from-scratch meals and improving the quality of food offered. The District will continue to support small, local farms and businesses by serving fresh, local produce. Staff will research and identify products that eliminate artificial dyes, and replace items where practical, visit and sample produce from each school garden and hold a minimum of four Child Nutrition Focus Group meetings per year to discuss and address current issues.

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: \$763,607

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**
 - Continue with a 1.0 FTE School and Community Engagement Facilitator
- **Dedicated Newcomer Teacher**
 - Add a 1.0 FTE newcomer teacher

LCAP Goal 6

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 0.5 counselor to support student and staff mental health needs.
- **Counselor**
 - Provide an additional 1.0 FTE counselor. Castro School already has 0.5 FTE Counselor through the Wellness Center (Goal 6, Action 4)
- **New Daily Schedule/Breakfast**
 - Continue the new daily schedule. 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. Adjust breakfast back to Second Chance at recess and provide snacks for any students in the classroom throughout the day.
- **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 6.621% or \$3,502,403
- The District plans to spend \$7,025,734 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



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Next Steps

Next Steps

- Respond in writing to comments and questions from the public hearing
- June 12: Present LCAP and Federal Addendum for approval
- June 13: 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



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Appendix



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Metrics

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
- i-Ready Reading Proficiency K-3 - Monta Loma, Theuerkauf, Castro, Mistral and Vargas (new for 2025-26)
- i-Ready Phonics Proficiency K-3 - Monta Loma, Theuerkauf, Castro, Mistral and Vargas (new for 2025-26)

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.
- Disproportionality rate for over suspending Hispanic students with IEPs (less than 10 days).

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 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 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 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.