

**Written Responses to the Local Control Accountability Plan  
Questions and Comments from the  
District Advisory Committee  
Monday, May 16, 2016**

**Question**

**Regarding the SPOT Highlights - What is meant by “Board and District listen to only a small majority?”** In the feedback from the different SPOT meetings concerns were expressed that the Board and District only listen to the small majority of the public that emails or attends meetings. In terms of the LCAP, we used all data collected to inform changes and additions including the 929 parent community responses, 1893 student responses, and 206 staff responses we received through the survey

**Questions regarding the District LCAP surveys**

- **Were these yes or no statements, statement that were pre-written or were they open ended?** The surveys had both pre-written, forced choice responses and a section where parents could add open-ended comments.
- **What do you mean by Blended Learning?** Blended learning is when students learn at least in part through delivery of content and instruction via digital and online applications with some element of student control over time, place, path, or pace.
- **What do you make of the feedback regarding high-achieving students? Only 42% agreed that high-achieving students receive the support they need? That’s the same as the number of parents that feel that Special Needs students get the support they need while 75% of parents think that ELs get the support they need.** The District tends to direct programs, instruction, and resources toward the average student. We have to do a better job support students who need extra support and students who need extra challenges. The District will be piloting two different Response to Intervention Programs next year and has also hired a District coordinator to oversee RTI and programs for higher achieving students.

**Question**

**Can you describe RTI? Response to Intervention (RTI)** is a multi-tier approach to the early identification and support of students with learning and behavior needs. The RTI process begins with high-quality instruction and universal screening of all children in the general education classroom. Struggling learners and learners needing additional challenges or enrichment are provided with interventions and supports at increasing levels of intensity to accelerate or extend their learning.

#### **Question**

**Have the learnings from Stevenson been considered in this plan?** Yes, we have data from the Stevenson model. It was taken into consideration when we were planning.

#### **Question**

**Will the technology coach still be one per district?** Yes, for next year there will be one technology coach to support the district. In addition, each elementary school will have an instructional coach and the two middle schools will share a Literacy coach, Math Coach, and Science Coach.

#### **Question**

**Tell us about the “I’m Ready” guide.** The “I’m Ready” guide will contain information for parents and local preschools about how to prepare students to enter Kindergarten.

#### **Question**

**We have PE Teachers who support planning time for teachers. Can we have art and music teachers that can support planning time?** We are beginning conversations with our Art and Music provider about this topic.

#### **Question**

**Did all students at the middle schools get one elective this year? No, unfortunately not all students get an elective.** That is why the district will be working to develop new middle school schedules that provide this opportunity for all students beginning in the 2017-18 school year.

#### **Questions regarding the Parent University**

- **Can you talk more about the vision of Parent University?** The Parent University is a series of parent workshops designed to address interests, issues, or concerns of parents with children of all ages, backgrounds, and educational status. The planned workshops for 2016-17 include: Raising a Successful Student, Navigating the School System - College Readiness, Supporting Literacy, Bullying Awareness in the 21st Century.
- **Is the Parent University different than the PTA Speaker series? Yes, the PTA Speaker series is sponsored by the Los Altos/Mountain View PTA Council.**
- **Maybe we can publicize the PTA Speaker series on the website since some schools are not getting the information.** Yes, we can have our Public Information Officer do this starting next year.

#### **Question**

**What % of funds are in the reserves?** For 2015-2016 Second Interim, the % of unrestricted reserves was 32%

### **Question**

**If there were a unique opportunity for an investment using reserves, would there be enough?** Any new programs/ideas would be vetted for alignment with the Strategic Plan and LCAP goals and discussed at Cabinet level. If programs/ideas are found to be worthy, staff would review the budget for possible funding allocation.

### **Question**

**How does LCAP fit into the overall operating budget?** The LCAP outlines the programs/services to address the academic growth of the student population with a focus on targeted students. The expenditures of the LCAP are set by the programs/services maintained or created. The current draft of the LCAP details an expense totaling approximately \$10.76 million.

### **Question**

**How much does the ease in getting services (aide) for Special Education vary by school?**

Each decision to recommend a one-to-one instructional assistant service must weigh the following factors. This is the same process used at all sites across the District.

(1) the student's individual needs and (2) the available supports in the setting where the student's IEP will be implemented. Other factors that we consider when placing an Instructional Assistant service as an additional support in a student's IEP:

- The specific role (instructional, assistance with behavior support, assistive technologies, transitions, health concerns) that the aide will provide for the student.
- We also develop a fade plan in partnership with the goals and skills the student is expected to achieve with the instructional assistant's support

### **Question**

**What is the requirement of the LCAP? Is there some kind of state mandate?**

The Local Control and Accountability Plan or LCAP is a critical part of California's new Local Control Funding Formula (LCFF). It is a three-year, district-level plan that is updated annually. The plan describes the school district's key goals for students as well as the specific actions (with expenditures) the district will take to achieve the goals and the means (metrics) used to measure progress.

The LCAP addresses the needs of all students, including specific student groups, and all districts must specifically address English learners, foster youth, and low-income students. In addition, the LCAP must address the state of California's eight priority areas that include student academic achievement, school climate, student access to a broad curriculum, and parent engagement. School districts may identify their own local priorities and the Mountain View Whisman School District has aligned its newly developed Strategic plan with the LCAP.

**Question****Do we have to spend a certain amount of the budget on the LCAP?**

Districts are required to show a certain percentage of increased or improved services over the prior year for the unduplicated students over services provided for all students. The Minimum Proportionality Percentage for MVW is 8.46%, which means we are required to spend at least 8.46% of the total district base funding in the 2016-2017 school year on increased or improved services for the targeted students over the services provided for all students. The percentage is calculated by dividing the estimated supplemental grant funding amount by the estimated base funding amount.

**Comment Regarding Goal 1**

Please focus more on classroom management in New Teacher Induction Program. I will discuss this concern with our two New Teacher Advisors as we prepare for the 2016-17 school year.

**Comment Regarding Goal 2**

Please encourage school to school sharing and "lessons learned" when new schools begin implementing PBL. Yes, Stevenson has had extensive training and experience with Project Based Learning. It will be important to learn from their staff, students, and parents about successes and challenges.

**Comment Regarding Goal 3**

Broader Socio-Emotional Learning focus- Project Cornerstone is a good start but is limited. Yes, this is an area that needs to be addressed. Developing a plan for supporting Socio-Emotional Learning will be the job of our new Educational Services Coordinator and part of our Response to Intervention Plan.