

Local Control and Accountability Plan (LCAP) Every Student Succeeds Act (ESSA) Federal Addendum Template

LEA Name

Mountain View Whisman School District

CDS Code:

43-69591-0000000

Link to the LCAP:

(optional)

For which ESSA programs apply to your LEA?

Choose From:

TITLE I, PART A

Improving Basic Programs Operated by
State and Local Educational Agencies

TITLE II, PART A

Supporting Effective Instruction

TITLE III, PART A

Language Instruction for English Learners
and Immigrant Students

TITLE IV, PART A

Student Support and Academic
Enrichment Grants

(note: This list only includes ESSA programs with LEA plan requirements; not all ESSA programs.)

In the following pages, ONLY complete the sections for the corresponding programs.

Instructions

The LCAP Federal Addendum is meant to supplement the LCAP to ensure that eligible LEAs have the opportunity to meet the Local Educational Agency (LEA) Plan provisions of the ESSA.

The LCAP Federal Addendum Template must be completed and submitted to the California Department of Education (CDE) to apply for ESSA funding. LEAs are encouraged to review the LCAP Federal Addendum annually with their LCAP, as ESSA funding should be considered in yearly strategic planning.

The LEA must address the Strategy and Alignment prompts provided on the following page.

Each provision for each program must be addressed, unless the provision is not applicable to the LEA.

In addressing these provisions, LEAs must provide a narrative that addresses the provision **within the LCAP Federal Addendum Template.**

Under State Priority Alignment, state priority numbers are provided to demonstrate where an ESSA provision aligns with state priorities. This is meant to assist LEAs in determining where ESSA provisions may already be addressed in the LEA's LCAP, as it demonstrates the LEA's efforts to support the state priorities.

The CDE emphasizes that **the LCAP Federal Addendum should not drive LCAP development.** ESSA funds are supplemental to state funds, just as the LCAP Federal Addendum supplements your LCAP. LEAs are encouraged to integrate their ESSA funds into their LCAP development as much as possible to promote strategic planning of all resources; however, this is not a requirement. In reviewing the LCAP Federal Addendum, staff will evaluate the LEA's responses to the ESSA plan provisions. There is no standard length for the responses. LEAs will be asked to clarify insufficient responses during the review process.

California's ESSA State Plan significantly shifts the state's approach to the utilization of federal resources in support of underserved student groups. This LCAP Federal Addendum provides LEAs with the opportunity to document their approach to maximizing the impact of federal investments in support of underserved students.

The implementation of ESSA in California presents an opportunity for LEAs to innovate with their federally-funded programs and align them with the priority goals they are realizing under the state's Local Control Funding Formula (LCFF).

LCFF provides LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The LCAP planning process supports continuous cycles of action, reflection, and improvement.

Please respond to the prompts below, and in the pages that follow, to describe the LEA's plan for making the best use of federal ESEA resources in alignment with other federal, state, and local programs as described in the LEA's LCAP.

Strategy

Explain the LEA's strategy for using federal funds to supplement and enhance local priorities or initiatives funded with state funds, as reflected in the LEA's LCAP. This shall include describing the rationale/evidence for the selected use(s) of federal funds within the context of the LEA's broader strategy reflected in the LCAP.

The Mountain View Whisman School District (MVWSD) serves a diverse student population in preschool through eighth grade. MVWSD represents a wide range of ethnicities, languages, cultures, and economic status. Although the District has green ratings in all areas on the California Dashboard, a closer look at the data reflects that not ALL of our students are doing as well as the district overall. The Mountain View Whisman School District's main strategy for using federal funds is to supplement core programs as aligned to our LCAP and Strategic Plan 2021. The Strategic plan and LCAP focus on the student populations and state priorities that are in need of our attention: English learners, socio economically disadvantaged, homeless and foster youth, students with disabilities, Hispanic and Latino, and Chronic Absenteeism.

English learners, socio economically disadvantaged, homeless and foster youth, students with disabilities, Hispanic and Latino, and Chronic Absenteeism. Our work focused on administrative, teacher and staff professional development, targeted support to Mountain View Whisman's designated Title I schools, increased and responsive parent engagement opportunities, enhancement of daily instruction and direct services and programs for students before and after school to bolster students' success. Specific details of targeted supports employed at designated Title I schools may be found in each school's Single Plan for Student Achievement.

Alignment

Describe the efforts that the LEA will take to align use of federal funds with activities funded by state and local funds and, as applicable, across different federal grant programs.

The alignment of federal funds by the Mountain View Whisman School District directly correlates to our LCAP goals and actions in our Strategic Plan 2021. To support LCAP Goal 1, "Ensure that all students have access to equitable conditions of learning by providing and investing in highly qualified teachers, leaders, and staff; well maintained facilities and equipment; and standards aligned instructional materials and resources in fiscally responsible manner," the Mountain View Whisman School District provides base funding for every school to address these needs. In addition to base funding allocated to all school sites, the Mountain View Whisman School District has identified and will allocate Title I funding to two schools--Mariano Castro School and Theuerkauf Elementary School. Federal funding at both sites will be used for supplementary materials and curriculum, before and after school enrichment/academic support programs, additional teacher training, parent engagement activities and direct additional instructional support to students. In addition to instruction provided daily during the school year and to further bolster learning, monitor student progress and close the achievement gap for socio economically disadvantaged and our most at-risk students, the Mountain View Whisman School District will use funding to provide four additional weeks of quality instruction during the summer for students through Olympico, a hands on science summer school program.

A K-8 Response to Intervention (RTI) framework will be in place at all schools with a required element of interim data review and targeted instruction to meet the needs of all students. For Title I schools, additional staffing will be provided in addition to the district provided RTI teacher will allow for smaller student groupings for at-risk students.

In addition to district provided school and community engagement facilitators at every site, federal funding will be used to maintain a part-time district level McKinney-Vento liaison responsible for the identification, oversight and support of all homeless students in our district. The District liaison will ensure that federal funding will also be used for providing allowable supports outlined in ESSA.

To ensure well-developed and prepared teachers and administrators that can address students' needs, federal funding will also be used to support teacher training and targeted training for administrators in the areas of culturally responsive pedagogy, project based learning, enhanced literacy instruction, and STEM. This training will be in addition to the support provided by district instructional coaches, central office staff and curriculum partners.

Aligned to LCAP Goal 4, Goal 4: "Ensure a safe, healthy, and respectful District and school environment to increase engagement, involvement, and satisfaction of students, staff, parents, and community members, " and in addition to dedicated federal funding to the two identified Title I schools that reflect the most need, set aside federal funding will be used for parent engagement workshops and activities organized at the district level through our Parent University program. Approximately 8-9 workshops will be offered to families that address topics to support positive parenting, social emotional health, secondary school planning and preparation and motivating models of success that mirror our struggling subgroup populations--English learner and Hispanic/Latino. This is in addition to the District provided resources for every site to execute site level family engagement opportunities. The District provides for such programs as Parent institute for Quality Education (PIQE), United for Education and Foothill Family engagement partners will provide workshop content and deliver sessions supported by MVWSD staff.

To address discipline practices that take students out of classrooms, District provided and designated at-risk supervisors have been hired for sites based on discipline data. In addition, training of at-risk supervisors will be coordinated by district staff in the following areas: restorative discipline practices, culturally responsive strategies, and discipline referral management and alternatives to suspension. Monthly discipline data review will be conducted throughout the year with site principals to guide action steps to support students. To supplement these efforts, federal funding will be used for additional training and materials coordinated through local partnerships.

ESSA Provisions Not Addressed in the LCAP

For the majority of LEAs the ESSA provisions on the following pages do not align with state priorities. **Each provision for each program provided on the following pages must be addressed**, unless the provision is not applicable to the LEA. In addressing these provisions, LEAs must provide a narrative that addresses the provision **within this addendum**.

As previously stated, the CDE emphasizes that the LCAP Federal Addendum should not drive LCAP development. ESSA funds are supplemental to state funds, just as the LCAP Federal Addendum supplements your LCAP. LEAs are encouraged to integrate their ESSA funds into their LCAP development as much as possible to promote strategic planning of all resources; however, this is not a requirement. In reviewing the LCAP Federal Addendum, staff will evaluate the LEA's responses to the ESSA plan provisions. There is no standard length for the responses. LEAs will be asked to clarify insufficient responses during the review process.

TITLE I, PART A

Educator Equity

ESSA SECTION 1112(b)(2)

Describe how the LEA will identify and address, as required under State plans as described in Section 1111(g)(1)(B), any disparities that result in low-income students and minority students being taught at higher rates than other students by ineffective, inexperienced, or out-of-field teachers.

THIS ESSA PROVISION IS ADDRESSED BELOW:

The Human Resources department and the Federal, State and Strategic programs division conduct annual reviews of staffing for any disparities that may result in low-income students and minority students being taught at higher rates than other students by ineffective, inexperienced or out-of-field teachers. This process is initiated by completion and review of the annual comparability report.

Should this situation arise, the established plan and protocol allow for the identification of this occurrence and district measures to rectify staffing imbalances. Proactive steps lead by the Human Resources department that will include crucial conversations about best practices that will happen early and often with identified teachers and support provided to promote teacher improvement while holding teachers accountable to high quality instruction for all students that mirrors the California Standards for the Teaching Profession.

Other necessary measures aligned to our collective bargaining agreement such as staff reassignment/transfer and administrative leave will be exercised. Beginning the 2019-2020 school year, student performance data will be embedded in evaluation tools used for teachers and administrative supervising teachers to assist in monitoring teacher effectiveness.

Parent and Family Engagement

ESSA SECTIONS 1112(B)(3) AND 1112(B)(7)

Describe how the LEA will carry out its responsibility under Section 1111(d).
Describe the strategy the LEA will use to implement effective parent and family engagement under Section 1116.

THIS ESSA PROVISION IS ADDRESSED BELOW:

The Mountain View Whisman School District will carryout ESSA responsibilities under sections 1111, 1112 and 1116 by way of annual review of district and site level parent engagement and site/district level action plans with the appropriate parent groups and committees such as the District English Learner Advisory, School Site Councils, and site level English Learner Advisory Committees and the Superintendent's district advisory committee. In addition, annual culture and climate surveys will be sent to all families collecting input about parent engagement barriers, areas of interest/need and assessment of current practices. At such meetings, student/district data will be reviewed, interventions and actions will be evaluated and plans for modification or continuance will be discussed and devised. In alignment with ESSA, required federal set asides for parent and family engagement supplement district provided efforts and are used for additional site coordination of engagement activities and district-wide offerings for families.

Under the supervision and leadership of the Director of Federal and State Programs, the district's main strategy for carrying out effective parent and family engagement will be managed through designated staff, school and community engagement facilitators, at each site. School and community engagement facilitators will assist in removing barriers to engagement by coordinating agency support, facilitating learning opportunities that increase awareness of district programs/systems/ and expectations and review and monitoring of student success. District and site level specific parent workshops and activities will be offered under the District's Parent University program which is comprised of standalone workshops provided throughout the year. The parent University program will be supplemented by County and district-funded sub-grant support to all schools regardless of Title I designation. The purpose of this funding for sites to identify and offer series or standalone family and parent workshops to bolster family and parent capacity to effectively engage in and support students' success at school.

The Mountain View Whisman School District will promote and support parent, family and community engagement through increasing the support of school and community engagement facilitators at each site. For the 2019-2020 school year, each site will have an assigned school and community engagement facilitator to lead and support the coordination of parent, family and community engagement in the education of English learners. In addition, there will be a continued and increased offering of monthly, district-wide Parent University workshops, topic specific presentations at our District English Language Advisory Committee meetings and at site English Language Advisory Committee meetings. To supplement these efforts, series workshops will be expanded and provided for parents and families as follows: English as a second language (ESL) classes, Parent Institute for Quality Education (PIQE) positive parenting strategies, and Foothill Family Engagement Institute (FEI). The series offerings will focus on helping parents and families learn English as related to school environment vocabulary, understand the educational system and how to engage in the education of their children, and foster self and family advocacy skills and strategies.

Schoolwide Programs, Targeted Support Programs, and Programs for Neglected or Delinquent Children ESSA SECTIONS 1112(b)(5) and 1112(b)(9)

Describe, in general, the nature of the programs to be conducted by the LEA's schools under sections 1114 and 1115 and, where appropriate, educational services outside such schools for children living in local institutions for neglected or delinquent children, and for neglected and delinquent children in community day school programs.

Describe how teachers and school leaders, in consultation with parents, administrators, paraprofessionals, and specialized instructional support personnel, in schools operating a targeted assistance school program under Section 1115, will identify the eligible children most in need of services under this part.

THIS ESSA PROVISION IS ADDRESSED BELOW:

The Mountain View Whisman School District mainly conducts two school wide programs based on the highest need-- Theuerkauf Elementary School and Mariano Castro Elementary Schools. Both sites supplement district provided resources and operate School-wide programs and supports with federal monies to offer the following: Summer school, school-wide enrichment for all programs, additional staffing to lower student: staff ratios during the school day, additional training for teachers over and above district provided coaching support and trainings (Positive Behavior Intervention Support-PBIS and project based learning strategies). Further detail of the materials, supports and services at our school wide programs may be found in each site's Single Plan for Student Achievement. In addition to the district provided curriculum, federal funds are used for supplemental materials and curriculum and to provide before and after school enrichment and academic support, and to meet the needs of at-risk students.

Homeless Children and Youth Services

ESSA SECTION 1112(b)(6)

Describe the services the LEA will provide homeless children and youths, including services provided with funds reserved under Section 1113(c)(3)(A), to support the enrollment, attendance, and success of homeless children and youths, in coordination with the services the LEA is providing under the McKinney-Vento Homeless Assistance Act (42 United States Code 11301 et seq.).

THIS ESSA PROVISION IS ADDRESSED BELOW:

The Mountain View Whisman School District will provide homeless children and youths support with enrollment, attendance and overall success as coordinated and monitored by an assigned school and community engagement facilitator. In addition to this dedicated support, federal funds will be used for a part-time district level McKinney-Vento liaison. This liaison will assist with the initial identification of homeless children and youth at the point of enrollment/registration/self identification and support any and all needs that hampers a child's potential for success. In addition, the district liaison collaborates with the school site school and community engagement facilitators to coordinate additional supports from local and government agencies and aligned to ESSA provisions as needed. Designated funding will be used to coordinate transportation, tutoring, medical necessity items etc. to address the barriers to access of the full opportunity of a Mountain View Whisman School District education. Families are notified annually by the liaison of their verified status and points of contact for support, in addition to an annual information and needs update/intake session with the district liaison to determine and meet current needs. Homeless children and youth are supported by immediate eligibility for enrollment, scholarship, grant and/or district funding of extracurricular activities and after or before school programming. The McKinney-Vento district liaison is responsible for and will train staff annually via presentation during planned administrative meetings about her role and the services available to children and families designated as homeless under the provisions of the McKinney-Vento Homeless Assistance Act.

Student Transitions

ESSA SECTIONS 1112(b)(8), 1112(b)(10), and 1112(b)(10) (A–B)

Describe, if applicable, how the LEA will support, coordinate, and integrate services provided under this part with early childhood education programs at the LEA or individual school level, including plans for the transition of participants in such programs to local elementary school programs.

Describe, if applicable, how the LEA will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education including:

- (A) coordination with institutions of higher education, employers, and other local partners; and
- (B) increased student access to early college high school or dual or concurrent enrollment opportunities, or career counseling to identify student interests and skills.

THIS ESSA PROVISION IS ADDRESSED BELOW:

As a K-8 school district, we do not offer career counseling nor do we offer dual enrollment opportunities; however, the District will include a spring "High School Readiness" Parent University parent education night and a vertical articulation meeting between the high school district and Mountain View Whisman School District staff focused on effective transition strategies and student and family needs. In addition, 5th grade transition/orientation trips to middle schools within our district are coordinated and executed annually, middle school student ambassadors visit elementary sites and present to 5th grade students and offer opportunities for question and answer forums in the spring of 5th grade year. Continued partnerships with not for profit organizations will focus on upper grade and secondary education transition success. Such partners are Peninsula Bridge, Ellevate, Foothill College/FEI and ALearn.

Parent education programs such as PIQE and FEI are offered in the evenings as series workshops to address and support understanding of the needs of middle school and strategies for successful transition to middle school and transitions to high school. Workshop curriculum includes explanation of A-G requirements, communicating with school staff during transition to upper grades, and parent and family social emotional supports to enhance opportunities for success.

To support early learning transitions from Pre-K to Kindergarten, an "I'm Ready for Kinder" guide book is provided for parents and families during fall conferences of a student's pre-k year. In addition, Kinder enrollment follow-up with parents during Spring conferences is conducted with opportunities for classroom visitations. To further support at-risk populations and families that are Title I identified, a site and district level school and community engagement facilitator connect individually with families to review needs and proactive strategies for continued student success. For our students with disabilities, a transition meeting is held with the outgoing and the incoming teams at the school site in which they will be attending. The meeting focus is on coordinated supports, academic needs and any other transition plan components specific to meeting the needs of both the student and family.

Additional Information Regarding Use of Funds Under this Part

ESSA SECTION 1112(b)(13) (A–B)

Provide any other information on how the LEA proposes to use funds to meet the purposes of this part, and that the LEA determines appropriate to provide, which may include how the LEA will:

- (A) assist schools in identifying and serving gifted and talented students; and
- (B) assist schools in developing effective school library programs to provide students an opportunity to develop digital literacy skills and improve academic achievement.

THIS ESSA PROVISION IS ADDRESSED BELOW:

The Mountain View Whisman School District uses a Response to Intervention (RTI) framework at every school site to address the needs of every child. This includes, assisting schools in identifying and serving gifted and talented students who may need enrichment and are performing above grade level standards. RTI staffing is allocated and provided for per a district allocation formula and Title I sites have the opportunity to use Title I funding to lower teacher/student ratios for RTI purposes through additional staffing over and above the district model.

We assist schools in developing effective school library programs to provide students an opportunity to develop digital literacy skills and improve academic achievement through recent upgrades and improvements to all school libraries. We have implemented new digital catalog systems and ensure employee library technicians at all sites by way of intentional planning and allocation of funding to support improvements and staffing. The library technicians work as partners with the teaching staff at each site to find resources and support projects/curriculum.

Our libraries engage students with learning including helping students learn the best ways to access and use quality information and resources, helping them to enhance their study and research skills and explaining how to use the latest technologies to enhance their learning. Mountain View Whisman School District libraries partner with site leaders in creating a climate that promotes and supports reading for learning and pleasure across the school. They are an integral part of each school's community.

TITLE II, PART A

Professional Growth and Improvement

ESSA SECTION 2102(b)(2)(B)

Provide a description of the LEA's systems of professional growth and improvement, such as induction for teachers, principals, or other school leaders and opportunities for building the capacity of teachers and opportunities to develop meaningful teacher leadership.

THIS ESSA PROVISION IS ADDRESSED BELOW:

The district provides instructional coaches at all school sites to support teachers with improving instructional practices across all subject areas. In addition to this core support structure, the Mountain View Whisman School District partners with the Santa Cruz/Silicon Valley New Teacher Project in order to provide induction for all year 1 and year 2 teachers. The District employs three full time new teacher support providers to support over 50 teachers with induction. The support providers receive monthly training on a variety of topics through the project, provide professional development opportunities to District teachers and ensure that year 1 and year 2 teachers successfully complete requirements to obtain clear credentials.

Prioritizing Funding

ESSA SECTION 2102(b)(2)(C)

Provide a description of how the LEA will prioritize funds to schools served by the agency that are implementing comprehensive support and improvement activities and targeted support and improvement activities under Section 1111(d) and have the highest percentage of children counted under Section 1124(c).

THIS ESSA PROVISION IS ADDRESSED BELOW:

The Mountain View Whisman School District does not qualify for Comprehensive Support and Improvement or Targeted Support and Improvement.

Data and Ongoing Consultation to Support Continuous Improvement

ESSA SECTION 2102(b)(2)(D)

Provide a description of how the LEA will use data and ongoing consultation described in Section 2102(b)(3) to continually update and improve activities supported under this part.

THIS ESSA PROVISION IS ADDRESSED BELOW:

The District uses a combination of data to inform improvements to our induction program. Each year the District reviews results of surveys given by the New Teacher Project to all new teachers and district administrators to assess program effectiveness. Additionally, the District compiles information on teacher retention. In 2017-18 the District retained 54/72 hires or 75%.

TITLE III, PART A

Title III Professional Development

ESSA SECTION 3115(c)(2)

Describe how the eligible entity will provide effective professional development to classroom teachers, principals and other school leaders, administrators, and other school or community-based organizational personnel.

THIS ESSA PROVISION IS ADDRESSED BELOW:

The Mountain View Whisman School district will provide effective, targeted and differentiated professional development in English learner instructional strategies, culturally responsive pedagogy, responsive practices, and use of technology for classroom teachers, principals, other school leaders, administrators and other school community based personnel in a variety of ways. School classified staff (secretaries, at-risk supervisors, school and community engagement facilitators) will be training during bi-weekly and monthly scheduled staff meeting trainings throughout the year in addition to participating in offered Saturday trainings in partnership with local agencies (Foothill College, Santa Clara County Office of Education etc.). In addition, classified staff will be supported and encouraged to participate in local and national training conferences and trainings pertaining to English learners, immigrant families and cultural responsiveness.

Teachers, site leaders, and administration will be trained during full-day annual staff development days in August, January and March focused on Sheltered Observation Instruction Protocol (SIOP). Follow up deeper training for classroom teachers will be provided by instructional coaches through "in situation" and 1:1 formats throughout the year. Administrators and other leaders will receive training during bi-weekly and monthly designated meeting times in addition to being offered and supported in participating in local, regional and national conferences about bilingual education, English learners, and dual immersion programming.

Moreover, an afternoon/evening training schedule will be created in partnership with the district's staff development committee. Staff development topics will include English Learning Development lesson planning and delivery, English learner newcomer strategies, long term English learner support, online program use to improve student outcomes and culturally responsive pedagogy.

Finally, the district's English learner coordinator will provide support and training at site staff meetings and relevant parent committees (District English Learner Advisory and site level English Learner Advisory Committees).

Enhanced Instructional Opportunities

ESSA SECTIONS 3115(e)(1) and 3116

Describe how the eligible entity will provide enhanced instructional opportunities for immigrant children and youth.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Immigrant children and youth will be provided with enhanced instructional opportunities through the subscription and assignment of Imagine Learning online English learning software, coordinated and targeted academic support planning through the district's Newcomer profile/success plan, and specialized and targeted instruction during the school day by English proficiency level (newcomer classes at the elementary and middle school level). All the aforementioned supports will be initiated and monitored by the assigned site school and community engagement facilitator. When appropriate and necessary, due to interrupted formalized instruction, individualized tutoring will be made available to address learning gaps and provide access to grade level content standards.

Title III Programs and Activities

ESSA SECTIONS 3116(b)(1)

Describe the effective programs and activities, including language instruction educational programs, proposed to be developed, implemented, and administered under the subgrant that will help English learners increase their English language proficiency and meet the challenging State academic standards.

THIS ESSA PROVISION IS ADDRESSED BELOW:

The Mountain View Whisman School District will continue to implement the district wide instructional framework for English learner achievement, Sheltered Instruction Observation Protocol (SIOP) at all levels and at all school sites. In addition to SIOP, the district will implement Benchmark English Language Development and English 3-D curricula at the elementary and middle school levels respectively.

To further support students, Lexia rapid online program licenses will be purchased and provided for every long term English learner student (up until 2019) to close gaps in reading skills and language. Once per trimester, long term English learner students and families will participate in goal setting and academic records/performance review meetings with district staff (ALL Program) and site level school and community engagement facilitators.

English learner newcomer students will be provided with an Imagine Learning licenses to bolster acquisition of the English language through online individualized learning.

For all English learner students and their classroom teachers, Learning A-Z online curriculum and reading program licenses with academic language and ELD English learner specific components will be provided and used as supplementary to the core curriculum.

English Proficiency and Academic Achievement

ESSA SECTIONS 3116(b)(2)(A-B)

Describe how the eligible entity will ensure that elementary schools and secondary schools receiving funds under Subpart 1 assist English learners in:

- (A) achieving English proficiency based on the State's English language proficiency assessment under Section 1111(b)(2)(G), consistent with the State's long-term goals, as described in Section 1111(c)(4)(A)(ii); and
- (B) meeting the challenging State academic standards.

THIS ESSA PROVISION IS ADDRESSED BELOW:

The Mountain View Whisman School District will ensure that elementary and secondary schools will support English learners in meeting state academic standards and in achieving English language proficiency by using adopted and approved English language development curriculum, providing designated ELD at every site that is targeted, intense instruction at each student's English language proficiency level and through regular and structured progress monitoring. Designated ELD is provided in a variety of push-in, pull-out and grade level rotation models subject to sites' needs and numbers of enrolled English learners by grade. English learner progress monitoring will be conducted no less than three times per year using the district's data protocol supported by student success plans when needed. Integrated ELD is accomplished district wide through Sheltered Observation Instruction Protocol strategies that will be used in every classroom in content area instruction to assist with providing students access to grade level content and academic standards. In addition, dictionaries and thesauri (online) will be provided for students. Reclassified Fluent English Proficient (RFEP) monitoring will be conducted manually and through the online platform, Ellevation at the required 6 months, 1 year, 2 years, 3 years and 4th year milestones after reclassification. Plans for remediation support if needed will be created should a student be determined not progressing or maintaining academic growth over time.

TITLE IV, PART A

Title IV, Part A Activities and Programs

ESSA SECTION 4106(e)(1)

Describe the activities and programming that the LEA, or consortium of such agencies, will carry out under Subpart 1, including a description of:

- (A) any partnership with an institution of higher education, business, nonprofit organization, community-based organization, or other public or private entity with a demonstrated record of success in implementing activities under this subpart;
- (B) if applicable, how funds will be used for activities related to supporting well-rounded education under Section 4107;
- (C) if applicable, how funds will be used for activities related to supporting safe and healthy students under Section 4108;
- (D) if applicable, how funds will be used for activities related to supporting the effective use of technology in schools under Section 4109; and
- (E) the program objectives and intended outcomes for activities under Subpart 1, and how the LEA, or consortium of such agencies, will periodically evaluate the effectiveness of the activities carried out under this section based on such objectives and outcomes.

THIS ESSA PROVISION IS ADDRESSED BELOW:

To support our work with preparing and training teachers to create safe and healthy classroom environments, use technology in the classroom, and employ effective practices, as approved by the Mountain View Whisman School District Board, professional development will focus on these areas. In addition and as approved by the Mountain View Whisman School District's Board of Education, Title IV funding will be transferred and used under Title II, Professional Growth and Development. The district will provide instructional coaches at all school sites to support teachers with honing their planning, delivery, and class culture and climate skills. In addition to this core support structure, the Mountain View Whisman School District partners with the Santa Cruz/Silicon Valley New Teacher Project in order to provide induction for all year 1 and year 2 teachers. Support providers also work with the new teachers along side of their regular instructional coach to support our newest staff on how to use technology platforms and tools in the classroom, establishing positive class cultures, and providing for a well rounded education by focusing on building students' background knowledge in all areas to enhance instruction.

The District will employ three full time new teacher support providers to support over 50 teachers with induction and supporting new teachers to become teachers that are able to provide the well rounded education that students of today require.. The support providers receive monthly training on a variety of topics through the project, provide professional development opportunities to District teachers and ensure that year 1 and year 2 teachers successfully complete requirements to obtain clear credentials.