

LCAP FEDERAL ADDENDUM 2019-2020

Instructions, Strategy and Alignment

Strategy

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 strong ratings on the California School Dashboard, a closer look at the data reflects that not ALL of our students are doing as well as the district overall. 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.

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

The alignment of federal funds by 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," 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, Mountain View Whisman School District has identified and has allocated Title I funding to two schools--Mariano Castro Elementary and Theuerkauf Elementary. Federal funding will be used for supplementary materials and curriculum and direct additional instructional support to students including the hiring of an additional staff.

A K-8 Response to Intervention (RTI) framework is 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 is 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 equity and culturally responsive pedagogy, project based learning, enhanced literacy instruction, and STEAM. 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: "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. Partners such as Parent institute for Quality Education (PIQE), United for Education, and Foothill Family Engagement Institute (FEI) will provide workshop content and deliver sessions supported by MVWSD staff.

To address discipline practices that take students out of classrooms, At-Risk Intervention Supervisors have been hired by the District 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.

Title I Part A-Educator Equity

The Human Resources department and the Federal, State and Strategic programs department 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 a collection of equity data through DataQuest and a collection of internal HR data. A review of the annual reports is conducted in the fall and spring every year. In addition to this step, Mountain View Whisman School District's data collection process for identifying disparities that may result in low-income and minority students being taught at higher rates than other students by ineffective, inexperienced, or out-of-field teachers includes the following:

- District wide and site level data protocols are used to analyze site and teachers performance for all subgroups of students.
- Individual teacher data which includes students' State and District assessment scores is disaggregated and reviewed by site administrators. Administrators will then work with teachers to provide coaching or other supports needed.
- Data is collected and analysis of the teacher workforce (ineffective, inexperienced, and out of field teachers) and its impact on low income and minority students is performed.
- Data collection and analysis of local teacher evaluations and teachers on improvement plans

Once data is collected, the LCAP development and Equity review team comprised of representatives from the following departments: English learner, State and Federal Programs, Educational Services (Special Education, Assessment, Curriculum and Instruction), Business Department, Maintenance and Operations, Human Resources and Technology. The internal team will review and analyze data using a variety of tools including--root cause analysis strategies/protocols and CDE provided data tables. Data and internal review team's analysis outcomes will be shared with external stakeholder groups such as Board of Education, District English Learner Advisory Committee, District Advisory Committee, site based School Site Councils, school site staff at staff meetings and ELAC. Feedback and input will be solicited from external groups as well as external groups.

Mountain View Whisman School District engages stakeholders in its process for identifying strategies for addressing discovered equity gaps through an annual data review of student progress and academic achievement and district equity reports. Data teams (including all stakeholders) will review teacher effectiveness/certification and equity data along with state and District assessment data with a focus on identifying root causes and solutions/actions that will be taken to bolster student achievement.

According to a review of teacher assignment data from the California Department of Education's online tool—Table 1, Mountain View Whisman School District had one ineffective/misassigned teacher at Theuerkauf Elementary (56.7% low-income). The teacher was an intern working toward completion of her credential under the supervision of her program and District. Upon review of out of field teacher data, it was concluded that low income students were not taught at higher rates than other students by out of field teachers. Mountain View Whisman School District had one out of field teacher. The teacher had to take over for another teacher and was on a limited assignment permit for two months at the end of the school year. Based on a review of two years of data from the California Department of Education's online tools and tables, improvements were made to ensure that low-income students were not taught at higher rates than other students by inexperienced teachers. In 2017-18 Gabriela Mistral Elementary School had 42% low income students and 32% inexperienced teachers. In 2018-19, Gabriela Mistral Elementary School had 44% low income students and 15% inexperienced teachers. Additionally, Mariano Castro Elementary, the school with the highest percentage of low income students in the District (85%) had 0% inexperienced teachers. Findings regarding minority students being taught at higher rates than other students include: One out of field teacher at Landels Elementary which has the lowest minority enrollment in the District at 60%. One teacher rated "ineffective/misassigned" was present at Theuerkauf which has 83% minority enrollment. At the schools with the highest minority enrollments (Mariano Castro 93% and Theuerkauf 83%) had 0% and 8% of inexperienced teachers respectively.

This data was reviewed by data equity teams and current practices as well as new strategies were implemented. Steps taken to address the inequities included reassignment/dismissal of misassigned/ineffective teachers, revision of hiring practices to shift to a centralized, equity approach rather than by individual site, use of provisions within the collective bargaining agreement to transfer teachers based on district needs and federal requirements, continuation of hiring bonuses for difficult to hire positions (BCLAD, Spanish, Special Education), continued teacher professional development through instructional coaches, and continued work with new teacher support partners to

provide year one and two teachers with effective culturally responsive strategies and guided support with meeting requirements for teacher certification.

Title I Part A--Parent and Family Engagement

Mountain View Whisman School District will use the broader strategy outlined in the Strategic Plan to effectively implement parent and family engagement. In addition, strategies and actions are aligned to LCAP 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," To support and promote increased parent and family engagement, the district works with site level and district stakeholders to review, and revise the parent engagement policy in addition to dedicating most of the allocated federal funds to the two identified Title I schools. These two schools have the most needs and set-aside federal and local funding will be used for parent engagement workshops and activities while also bolstering existing programs. The District's parent engagement policy is reviewed annually and distributed to all families, parents, staff and other leaders in our schools and district. Distribution is handled via email, principal newsletter and posting on district and school websites which are ADA compliant. Hard copies are sent home in the backpacks of students who are identified as unable to receive email. In addition, hard copies are made available in school offices. All communications are disseminated in both English and Spanish and are made available in other languages upon request. Reasonable accommodations are made for families and parents with disabilities. This includes, but is not limited to interpretation in Spanish at meetings, sign language support and materials (newsletters, flyers, district website content and report cards) in alternative languages. At the district level, district wide evening learning opportunities that help empower parents and families with tools and information to engage in their child's education are delivered in 8-10 workshops per year. Topics include positive parenting, social emotional health, understanding State Standards, technology training, numeracy and literacy, understanding local and State assessments, working with teachers and the school to support and monitor students' success/progress, and secondary school planning and preparation. This is in addition to the District provided resources to 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 institute provide workshop content and deliver sessions supported by MVWSD staff. Currently, Mountain View Whisman School District does not have any migrant families; however, should this become the case, the district has planned for and will be ready to provide opportunities for the informed participation of such families through the use of entry and pre absence meetings to discuss and plan for the extended period of absence of students from school. Transition meetings for migrant

families will be held upon a student's return to the district at the end of an extended absence and school and community engagement facilitators along with principals will support smooth transitions for families and parents to address any needs and/or gaps created by the student's extended absence.

Title I Part A-Schoolwide Programs, Targeted Support Programs, and Programs for Neglected or Delinquent Children

Mountain View Whisman School District conducts two school wide programs based on the highest need--Theuerkauf Elementary 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.

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.

N/A (our response)

Title I part A--Homeless Children and Youth

Mountain View Whisman School District will provide homeless children and youth 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 are used for a part-time district level McKinney-Vento Liaison. This liaison assists with the initial identification of homeless children and youth and supports any needs that may hamper 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 is used to coordinate transportation, tutoring, medical necessity items etc. to address the barriers to fully

access education in Mountain View Whisman School District. Families are notified annually by the liaison of their verified status and points of contact for support. An information and needs update/intake session with the district liaison to determine and address needs is held annually. 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 Liaison is responsible for and trains staff annually during 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.

Title I Part A-Student Transitions

As a K-8 school district, we do not offer career counseling nor do we offer dual enrollment opportunities; however, the District does include a spring "High School Readiness" Parent University parent education night and a vertical articulation meeting between the local 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 and 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 nonprofit organizations will focus on upper grade and secondary education transition success. Such partners are Peninsula Bridge and Foothill College/Foothill Engagement Institute.

Parent education programs such as PIQE and Foothill Engagement Institute programs are offered in the evenings as series workshops to address and support understanding of the needs of middle school students and strategies for successful transition to middle and 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 Guide for Kinderdergarten" is provided for parents and families of District and local preschools as well as during Transitional and Kindergarten registration. In addition, Kindergarten enrollment includes opportunities for school and classroom visits. To further support at-risk populations and families that are Title I identified, a School and Community Engagement Facilitator connects individually with families to review needs and develop proactive strategies for continued student success. For 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 is focused on coordinating supports,

academic needs and any other components specific to meeting the needs of both the student and family.

2nd section within Title I Transitions (a repeat response accepted)

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:

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

As a K-8 school district, we do not offer career counseling nor do we offer dual enrollment opportunities; however, the District includes a spring "High School Readiness" Parent University education night and vertical articulation meetings between the high school district and Mountain View Whisman School District staff focused on effective transition strategies and student and family needs. Continued partnerships with nonprofit organizations focus on upper grade and secondary education transition success. Such partners are Peninsula Bridge and the Foothill College Family Engagement Institute.

Parent education programs such as PIQE and Family Engagement Institute programs are offered in the evenings as series workshops to address and support understanding of the needs of middle school students and strategies for successful transitions to middle and 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.

Title I Part A--Additional Information

Mountain View Whisman School District uses a Response to Instruction (RTI) framework at every school site to address the needs of every child. This includes, assisting schools in identifying and serving both students who may need enrichment and those who may need intervention and are performing above or below 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 employ library technicians at all sites. The library technicians work as partners with the teaching staff at each site to find resources and support projects and curriculum.

Our libraries engage students with learning by helping them learn the best ways to access and use quality information and resources, enhance their study and research skills and explaining how to use the latest technologies to extend 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 Development

Mountain View Whisman School District's systems of professional growth and improvement for building the capacity of teachers, principals and other leaders is designed to address all stakeholder groups from induction to advancement with embedded evaluation and continuous improvement. The systems of professional development/growth and improvement for teachers is initiated through the induction process and on-boarding support provided during new hire orientations each fall with designated and coordinated additional 1:1 support of teachers by district instructional coaches.

In addition to this core support structure, 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 two full-time and one part-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. Year one and year two teachers receive targeted support from New Teacher Project coaches aligned to teaching standards, designed to support meeting requirements for clear credentialing, and District coaches are assigned to each site at both the elementary and secondary levels in our district and are assigned to every teacher at sites at all levels of teacher tenure (beginning, returning and advancement levels). All teachers receive this support with improving instructional practices in all subject areas and with all designated student subgroups (English learners, students with disabilities etc.).

In addition, at all points in teachers' careers, teachers annually set and define individual teaching/professional goals that are reviewed and supported through the school year by site principals and instructional coaches. Ongoing professional development is provided to all teachers at all levels at weekly professional development meetings planned and executed by principals. Furthermore, after school professional learning offerings are provided for teachers in areas identified through the professional development advisory committee (teachers and administration members), teacher surveys and student data. Annual professional development and release days are coordinated and executed by the Education Services Department that include full-day trainings with opportunities for cross curricular, grade level and department training and articulation and strategies application/planning.

To support advancement of teachers, instructional coach pathways are provided and annual opportunities are advertised and made available to all teachers interested in taking a next step in their careers towards coaching and/or administration. In the 2019-2020 school year, an advancement to administrative positions "Leadership Academy" is being offered to support teachers interested in administration positions. The program addresses the leadership skills and content necessary for executing leadership roles at the site and district levels while promoting meaningful teacher leadership. Classes are taught by a combination of experienced district administrators and outside providers and respected teacher leaders.

A review was conducted of annual Silicon Valley New Teacher Project participant survey data (teachers), annual staff development advisory committee input (includes members of teachers bargaining unit and district staff), district wide teacher professional development follow-up surveys, feedback opportunities with instructional coaches at sites, and annual distribution of a Climate Survey which includes areas pertaining to professional development, improvement and growth. Adjustments in support and offerings are made annually based on a review of feedback and data.

The systems of professional development/growth and improvement for principals at the beginning, middle and advancement levels includes targeted small group leadership support cadres facilitated by the district office staff and Superintendent's office and meet regularly to review leadership scenarios and current evidence based strategies and research. Bi-monthly trainings for principals is conducted through full-day leadership team meetings coordinated by all district departments and includes a variety of presenters and topics.

Prioritize Funding

Should Mountain View Whisman School District have schools identified for TSI or CSI in the future, funds will be allocated and prioritized by district office staff and managed by the Education Services Department. This funding will be a part of the current, Targeted Student Success Program (TSSP) allocated to sites based on per pupil counts. Funds would be increased in this program for sites identified and in need of additional support as indicated by TSI and CSI designations. CSI and TSI schools would receive more funding than other sites. The calculation to designate the funds would be based on the percentage of unduplicated pupil counts and/or percentages of students not meeting academic standards.

Title II Part A funding impacts our entire district (all sites benefit) as it is designed to fund the professional learning and partnership 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 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 and to be exposed to/learn effective strategies to improve student achievement. Teachers at every site are supported by Title II Part funds in this way (see above).

In addition, Mountain View Whisman School District would coordinate with the office of differentiated assistance for Santa Clara County to seek further advisement and support in supporting its CSI and TSI schools as applicable.

Data and Ongoing Consultation to Support Continuous Improvement

Mountain View Whisman School District consults with teachers, principals, community partners and organizational partners with expertise and other school leaders annually through LCAP surveys, organization/committee meetings each spring and through online ThoughtExchange and/or district website feedback links. Stakeholders are additionally consulted throughout the year through the leadership team structure and a solicitation of principal feedback and desired professional development topics is conducted to plan for continuous improvement and development of annual professional learning plans.

The District uses a combination of data to inform improvements to activities and supports under the Title II program. Each year, in addition to a review of student achievement data from state and local assessments, the district reviews results of LCAP surveys (all stakeholders are included in this survey) and a teacher participant

survey administered by the Santa Cruz/Silicon Valley New Teacher Project. In addition to the use of data from these sources, annual retention and teacher effectiveness data is reviewed and used to make decisions about teacher/leader support programs. To provide a forum for input on the decisions made under this part, the district facilitates a district wide professional development advisory committee which provides feedback on current offerings as well as providing opportunities for collaboration on future professional learning planning for staff. Each site level and district level parent/community committee is consulted and included in the development of plans for use of funding under Part A Title II. English language advisory and school site councils are a part of the constituent groups consulted (includes parents, community members, and staff).

Mountain View Whisman School District does not have Charter Schools within its school boundaries and therefore does not consult with charter schools.

The Title II Part A activities are coordinated in alignment with the district's strategic plan and supports all areas of our LCAP through the development and support of staff to achieve our goals for students and families. This alignment largely is done through a coordinated effort with Title IV programming and funds to ensure that teachers/leaders are receiving professional learning to enhance and/or develop strategies to engage families and students and to support student learning in classrooms.

Title III Part A--Professional Development

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 intervention 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).

Title III Part A--Enhanced Instructional Opportunities

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. 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 Part A-Programs and Activities

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.

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.

Title III Part A -English Proficiency and Academic Achievement

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 Instruction Observation 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--Activities and Programs

The annual process at Mountain View Whisman School District involves conducting an annual needs assessment as a part of the LCAP development process. This includes a full review of student achievement data, culture and climate data, technology integration, and attendance/discipline data. This needs assessment process includes opportunities for all stakeholders to provide input and analyze data. Once data is collected, the data is reviewed and analyzed by an internal school district LCAP and equity review team comprised of the following divisions/departments: English Learner, Assessment, Curriculum and Instruction, Business Services, Human Resources, Technology, Special Education and Maintenance and Operations. Data is shared with external stakeholder groups such as classified and certificated staff, school site groups

(ELAC, School Site Council and PTA), and district wide committees (DELAC, District Advisory Committee, and the Board of Education). After root cause is conducted by all groups, input is solicited regarding identification of challenges for address and a plan is developed to implement strategies for future improvement. Survey, group meetings/presentations, and website open commentary contributions at the site and district level are the main vehicles for collecting stakeholder input for plan development.

This annual process was not completed in 2019-20 due to the requirement being waived by the U.S. Department of Education.

In 2019-20, due to the needs arising from school closures and flexibility granted by the U.S. Department of Education, Title IV funds were used to purchase devices for students' at-home distance learning.