

# Annual Update for Developing the 2021-22 Local Control and Accountability Plan

## Annual Update for the 2019–20 Local Control and Accountability Plan Year

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The following is the local educational agency’s (LEA’s) analysis of its goals, measurable outcomes and actions and services from the 2019-20 Local Control and Accountability Plan (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 a fiscally responsible manner.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)

Local Priorities: Strategic Plan Goals 2, 4, and 5

## Annual Measurable Outcomes

Expected	Actual
<p><b>Metric/Indicator</b></p> <ol style="list-style-type: none"> <li>1. Percentage of highly qualified teachers</li> <li>2. Number of Year 1 and Year 2 teachers in induction program with the Santa Cruz/Silicon Valley New Teacher Project</li> <li>3. List of District groups that received professional development</li> <li>4. List of reviewed materials for middle school social studies</li> <li>5. Completed On-boarding process</li> <li>6. Evaluation Systems implemented</li> <li>7. Reserve level</li> <li>8. Refined Hiring and interview process implemented</li> <li>9. Completed staff retention report</li> <li>10. Access to and usage of Lynda.com</li> <li>11. Use of Service Now for facilities requests and data from climate/LCAP survey</li> </ol>	<ol style="list-style-type: none"> <li>1. MVWSD increased from 72% highly effective teachers to 86.5% based on the requirements from the Every Student Succeeds Act.</li> <li>2. MVWSD continued to partner with the Santa Cruz/Silicon Valley New Teacher Center to provide 39 teachers both general education and special education an induction program.</li> <li>3. The following groups received professional development in 2019-20 school year:               <ul style="list-style-type: none"> <li>• Certificated Teachers - General Education and Special Education teachers and coaches,</li> <li>• Classified staff including Instructional Assistants, Maintenance and Operations Staff, and site support staff</li> <li>• District and site administrators</li> </ul> </li> <li>4. MVWSD distributed new Social Studies materials to all middle school teachers and convened an Elementary Social Studies Task Force that reviewed, piloted and recommended new materials for adoption. Materials were adopted.</li> <li>5. Evaluation systems were revised and now all teacher evaluations are completed using our online system - Teachboost.</li> <li>6. The District maintained a reserve level of 27.9%</li> <li>7. All principals completed site walkthroughs with members of the maintenance department. The FIT inspection was completed on 7/9/20. In 2019-20 there were 1,648 maintenance requests. 1,427</li> </ol>

Expected	Actual
<p><b>19-20</b></p> <ol style="list-style-type: none"> <li>1. Increase from 72% highly effective to 80% highly effective teachers based on new requirements from the Every Student Succeeds Act (See Annual Update Goal 1).</li> <li>2. Continue partnership with the Santa Cruz/Silicon Valley New Teacher Center to provide an induction program to Year 1 and 2 teachers and additional program to support new Special Education teachers to clear their credentials</li> <li>3. List of groups that received professional development</li> <li>4. Distribute new Social Studies materials to middle schools and Convene elementary Social Studies Task Force to review, pilot, and recommend new social studies materials for adoption (See Annual Update Goal 1).</li> <li>5. Revise and refine evaluation systems</li> <li>6. Maintain reserve level of 17% or greater</li> <li>7. Track number of site walkthroughs with principals/maintenance, number of maintenance requests in Service Now, complete Facility Inspection Tool, and Increase percentage of students who feel their campus is clean on climate/LCAP survey by 5 percentage points from 69% to 74% (See Annual Update Goal 1).</li> </ol>	<p>(93.35) were completed. 4(0.26%) were left open and were completed in 2020-21, 91 (5.95%) we closed/skipped which were actually for technology and not the maintenance department, 3 (0.2%) are pending and were larger projects that needed to be completed in the summer, 3 (0.2%) were closed complete and just needed final completion status put into the system.</p> <p>Only 41% of students reported that their campus was clean. This was a decrease of 28 percentage points from the spring 2019 survey. 34% of students responded that they neither agreed or disagreed with the statement "My school is clean" in spring 2020. In spring 2019 0% responded in this manner.</p>

Expected	Actual
<p><b>Baseline</b></p> <ol style="list-style-type: none"> <li>1. 99% of teachers are highly qualified</li> <li>2. 39 teachers participated in the induction program (37 general education and 2 special education)</li> <li>3. Administrators, Coaches, Elementary Teachers, Intervention Teachers, Middle School Teachers, Special Education Teachers, Instructional Assistants, Substitutes, Secretaries/Clerks, School and Community Engagement Facilitators, CELDT Coordinators, Bus Drivers, maintenance staff, and nurses all received professional development</li> <li>4. Middle School Teachers do not have materials aligned to the new standards</li> <li>5. On-Boarding process has been developed</li> <li>6. New Evaluation Systems have been selected</li> <li>7. The current reserve level is 25.8%</li> <li>8. Hiring and Interview process refined based on research</li> <li>9. Initial staff retention report completed</li> <li>10. There are 188 active users of Lynda.com who have taken 170 courses</li> <li>11. Service Now has been implemented. 63% of students felt that their school campus was clean - a decrease of 7% from 2015-16.</li> </ol>	

**Actions / Services**

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>Continue to provide an induction program through a partnership with the Santa Cruz/Silicon Valley New Teacher Project for year 1 and year 2 teachers to obtain their professional clear credential and support them in becoming highly effective based on new requirements from the Every Student Succeeds Act.</p>	<p>Program 210 Fund 01 - Resource 4035 - Object 5000 Title II \$109,000</p> <p>Program 210 Fund 01 - Resource 0000 - Object 1000 Unrestricted General Fund \$261,792</p>	<p>Program 210 Fund 01 - Resource 4035 - Object 5000 Title II \$76,040</p> <p>Program 210 Fund 01 - Resource 0000 - Object 1000 Unrestricted General Fund \$276,345</p>

<b>Planned Actions/Services</b>	<b>Budgeted Expenditures</b>	<b>Actual Expenditures</b>
	Program 210 Fund 01 - Resource 0000 - Object 3000 Unrestricted General Fund \$99,069	Program 210 Fund 01 - Resource 0000 - Object 3000 Unrestricted General Fund \$97,784
Continue to support new special education teachers who do not qualify for services through the District partnership with the Santa Cruz/Silicon Valley New Teacher Project in becoming highly effective and completing Level II Education Specialist program	Program 368 Fund 01 - Resource 6500 - Object 5000 Special Education \$10,000	Program 368 Fund 01 - Resource 6500 - Object 5000 Special Education \$1,550
Distribute Social Studies materials to middle schools. Convene elementary social studies task force to review, pilot and recommend materials for adoption.	Program 205 Fund 01 - Resource 9590 - Object 4000 Shoreline Funding \$590,000	Program 205 Fund 01 - Resource 9590 - Object 4000 Shoreline Funding \$405,490
Review effectiveness of materials purchased and refine if necessary.	Program 350 Fund 01 - Resource 6500 - Object 4000 Special Education \$13,000 Program 350 Fund 01 - Resource 6500 - Object 5000 Special Education \$7,000	Program 350 Fund 01 - Resource 6500 - Object 4000 Special Education \$11,279 Program 350 Fund 01 - Resource 6500 - Object 5000 Special Education \$2,242
Continue to provide staff development for all staff members including but not limited to: Teachers, Administrators, Classified Staff, Coaches, Special Education Teachers, and Substitute Teachers	Program 204 Fund 01 - Resource 0000 - Object 1000 Unrestricted General Fund \$85,000 Program 204 Fund 01 - Resource 0000 - Object 3000 Unrestricted General Fund \$64,000 Program 204 Fund 01 - Resource 0000 - Object 4000 Unrestricted General Fund 12,000 Program 204 Fund 01 - Resource 0000 - Object 5000 Unrestricted General Fund \$128,000 Program 204 Fund 01 - Resource 0000 - Object 2000 Unrestricted General Fund \$3,000	Program 204 Fund 01 - Resource 0000 - Object 1000 Unrestricted General Fund \$16,592 Program 204 Fund 01 - Resource 0000 - Object 3000 Unrestricted General Fund \$4,013 Program 204 Fund 01 - Resource 0000 - Object 4000 Unrestricted General Fund \$1,516 Program 204 Fund 01 - Resource 0000 - Object 5000 Unrestricted General Fund \$103,690 Program 204 Fund 01 - Resource 0000 - Object 2000 Unrestricted General Fund \$0
Continue to revise and refine On-boarding process as needed.	No expenditures - part of regular staff responsibilities \$0	No expenditures - part of regular staff responsibilities \$0

<b>Planned Actions/Services</b>	<b>Budgeted Expenditures</b>	<b>Actual Expenditures</b>
Revise and refine evaluation systems	Program 400 Fund 01 - Resource 0000 - Object 5000 Unrestricted General Fund \$21,000	Program 400 Fund 01 - Resource 0000 - Object 5000 Unrestricted General Fund \$18,600
Maintain 17% reserve level and create a list of budget priorities to use for 2019-20 budgeting process.	No expenditures - part of regular staff responsibilities \$0	No expenditures - part of regular staff responsibilities \$0
Continue to revise and refine hiring and interview process	No expenditures, part of regular staff responsibilities. \$0.00	No expenditures - part of regular staff responsibilities \$0
Continue to use the staff retention report and revise practices for attracting and retaining teachers and staff if needed (See annual update Goal 1).	No expenditures - part of regular staff responsibilities \$0	No expenditures - part of regular staff responsibilities \$0
Continue to provide access to Lynda.com for staff, however reduce licenses to reflect usage in 2018-19.	Program 580 Fund 01 - Resource 9590 - Object 5000 Shoreline Funding \$10,000	Program 580 Fund 01 - Resource 9590 - Object 5000 Shoreline Funding \$6,500
Maintain District Facilities by conducting frequent inspections of school sites; safety & fire inspections, completing the annual Facility Inspection Tool (FIT) and using an online Work Order Management System that submits, tracks, and provides reports of routine and minor maintenance & repair work to our stakeholders	Program 550 Fund 01 - Resource 8150 - Object 2000 Routine Restricted Maintenance \$2,181,379 Program 550 Fund 01 - Resource 8150 - Object 3000 Routine Restricted Maintenance \$1,167,193 Program 550 Fund 01 - Resource 8150 - Object 4000 Routine Restricted Maintenance \$162,679 Program 550 Fund 01 - Resource 8150 - Object 5000 Routine Restricted Maintenance \$462,547 Program 550 Fund 01 - Resource 8150 - Object 6000 Routine Restricted Maintenance \$10,000	Program 550 Fund 01 - Resource 8150 - Object 2000 Routine Restricted Maintenance \$2,309,908 Program 550 Fund 01 - Resource 8150 - Object 3000 Routine Restricted Maintenance \$1,130,830 Program 550 Fund 01 - Resource 8150 - Object 4000 Routine Restricted Maintenance \$247,415 Program 550 Fund 01 - Resource 8150 - Object 5000 Routine Restricted Maintenance \$584,462 Program 550 Fund 01 - Resource 8150 - Object 6000 Routine Restricted Maintenance \$24,286

## Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

MVWSD is committed to ensuring 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 a fiscally responsible manner. Actions and services for this goal were generally implemented as planned.

In 2019-20 the District continued to provide an induction program through a partnership with the Santa Cruz/Silicon Valley New Teacher Project for year 1 and year 2 teachers to obtain their professional clear credential and support them in becoming highly effective. The cost for these services was less than budgeted and the District was able to reallocate \$32,960 of Title II funding toward salary and benefits for professional development which decreased expenses from the general fund.

School closure impacted the amount of professional development (Action 5) offerings. While the District did offer professional development during school closure, the amount was much less than anticipated. After school closure professional development happened within the regular work day and through internal staff instead of outside of the school day with external providers thus reducing spending. Some of the funding that remained was redirected to pay for teachers in the summer 2020 learning program which cost \$67,713.

The District spent more money than budgeted to support routine maintenance (Action 12).. The district incurred increased costs related to COVID 19 including staff to clean, sanitize and prepare sites for staff and students to return in 2020-21. The money to cover the additional costs was redirected from the General Fund.

Purchases in spring 2020 to support the needs related to school closure and potential school reopening were paid for using State and Federal COVID funds. The District did not have to reallocate funding from other areas. These purchases included personal protective equipment like face masks and face shields, sanitizing equipment including hand sanitizer, cleaning wipes, electrostatic sprayers and sanitizing cleaners, chromebooks so the district could expand it's 1:1 devices program and hotspots for students without stable internet access.

Several actions and services were implemented as planned although costs were less than budgeted. For example, the actual costs for Middle School Social Studies materials (Action 3) were less than budgeted. These unspent funds were redirected back to the District's general fund. These funds helped to increase the District's reserve level which in turn allowed MVWSD to provide additional actions and services for students during the 2020-21 school year.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Actions and services for this goal were generally implemented as planned. The District continued to offer professional development opportunities for all employees. Professional Development offerings were targeted to the needs of groups of employees instead of a one size fits all approach. This change in process was especially important when school closed and we needed to develop and provide professional development for distance learning in a very short amount of time. The District now has a Professional Development portal where we house links to all of our trainings that teachers and staff can easily access.

The on-boarding and hiring process were revised and now all teacher evaluations are done through our online platform, Teachboost. The District had a goal to increase the percentage of highly qualified teachers based on the requirements of Every Student Succeeds Act to 80% and the actual increase was to 86.5% Thirty-nine general education and special education teachers were supported in induction through the Santa Cruz/Silicon Valley New Teacher Project.

While the District is still deficit spending, MVWSD ended the 2019-20 school year with a healthy 27.9% reserve which has allowed the District to make necessary purchases and adjustments throughout the COVID-19 pandemic. The District distributed new Social Studies materials in summer 2019 and was able to convene a Social Studies Task Force to review, pilot, recommend and adopt materials TK-5 in June 2020.

Site facility inspections have been done and maintenance staff did begin doing walkthroughs with site administrators until school closure in March 2020.



## Goal 2

Increase achievement for all students and accelerate learning outcomes for English Language Learners, low-income students, and other target groups to close the achievement gap.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 2: State Standards (Conditions of Learning)  
 Priority 4: Pupil Achievement (Pupil Outcomes)

Local Priorities: Strategic Plan goals 1 and 2

### Annual Measurable Outcomes

Expected	Actual
<p><b>Metric/Indicator</b></p> <ol style="list-style-type: none"> <li>1. California Assessment of Student Performance and Progress and District Benchmark Data</li> <li>2. English Learner Progress on California Dashboard</li> <li>3. Reclassification Rate</li> <li>4. Percentage of Long Term ELs</li> <li>5. Response to Instruction Plan</li> <li>6. Number of students attending preschool</li> <li>7. Software usage data from Clever and providers</li> <li>8. Transition Plan for NGSS</li> <li>9. Number of additional math teachers</li> <li>10. Middle School Co-Teaching Plan</li> <li>11. Distribution of I'm Ready Guide</li> <li>12. Kindergarten Readiness Assessment</li> <li>13. Plan to provide expanded access to early childhood/Pre-K services</li> <li>14. Alignment maps for 6-8 grade English Language Arts</li> </ol>	<ol style="list-style-type: none"> <li>1. CAASPP and District assessments were not given in spring of 2020. No data to report.</li> <li>2. MVWSD had the following overall rankings on the 2019 California Dashboard:            ELA - Blue            Math - Blue            Suspension Rate - Green            Chronic Absenteeism - Yellow            Not all subgroups had green or blue ratings in these areas.</li> <li>3. The reclassification rate increased from 14% to 16.3%</li> <li>4. The District's percentage of Long Term English Learners decreased from 12% to 5.3%.</li> <li>5. During the 2019-20 school year, the middle school RTI system was refined to provide data driven methods for providing intervention for students and options for students who needed academic enrichment opportunities.            The elementary RTI plans were evaluated and professional development was provided to staff to support identification of student needs and differentiated instruction</li> <li>6. The District slightly increased the number of students attending preschool from 199 in 2017-18 to 207 in 2019-20. The District was in the process of revising it's plan for providing pre-k services when schools were shut down due to the pandemic. This work will begin again in spring 2021.</li> </ol>

Expected	Actual
<p><b>19-20</b></p> <ol style="list-style-type: none"> <li>1. Decrease by 10 percentage points the number of students not meeting standards on district benchmarks and California Assessment of Student Performance and Progress (CAASPP).</li> <li>2. Maintain ranking on California Dashboard of green or increase to blue</li> <li>3. Increase of 2% in student reclassification rate from 14% to 16%.</li> <li>4. Decrease of 2% in number of long term English Learners from 12% to 10%.</li> <li>5. Refine Response to Instruction supports in middle school and evaluate elementary Response to Instruction plans</li> <li>6. Maintain the number of students attending preschool and continue to revise plan to provide early childhood/pre-K services for all children (See Annual Update Goal 2).</li> <li>7. Review usage and achievement data for online instructional software programs and evaluate the effectiveness of programs and determine if they should continue (See annual update Goal 2).</li> <li>8. Implement Science Plan</li> <li>9. Evaluate effectiveness of co-teaching model at middle schools and revise plan if needed. Implement learning center model at one elementary site.</li> <li>10. Evaluate and revise the Kindergarten Readiness Assessment</li> <li>11. Implement expectations in grades 6 and 7 and review and refine 8th grade in English Language Arts.</li> </ol> <p>*Mountain View Whisman is a kindergarten through eighth grade district. As such, the District does not need to measure the following:</p>	<ol style="list-style-type: none"> <li>7. Usage data was reviewed. No changes were made based on the data review.</li> <li>8. The District implemented the science plan which included hiring STEAM teachers for each elementary school to allow classroom teachers to do intervention with small groups of students. The District contracted with Discovery Education to provide professional development to the District's STEAM teachers as they plan, prepare, and deliver science education to students in grades K-5. The District also contracted with Science is Elementary to provide professional development and ongoing coaching support to grade level teachers in integrating NGSS standards into literacy instruction.</li> <li>9. Based on the evaluation of co-teaching model at middle schools, the model continued into 2020-21. More professional development and coaching is needed to continue to improve instructional practices. The learning center model was implemented at one elementary site.</li> <li>10. The Kindergarten Readiness Assessment was revised based on input from Kindergarten teachers. The assessment was provided to teachers in hard copy and uploaded to the digital assessment system.</li> <li>11. The Director of Curriculum, Instruction and Assessment and the Middle School ELA coach met with grade level ELA teams to review priority standards at each grade level, analyze student data, and develop a scope and sequence for instruction, aligning the instructional program at the middle schools.</li> </ol>

## Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>Due to budget concerns the coaching team will be reduced to the following: 0.5 FTE for each elementary site, 2.0 FTE for the middle schools (1.0 literacy, 0.5 math, and 0.5 science). The elementary math coach was eliminated. Coaches will still be working to support the implementation of effective instructional strategies for all students including Targeted Students, use of data to drive instruction, and increase student achievement (See Annual Update Goal 2)</p>	<p>Program 209 Fund 01 - Resource 0001 - Object 1000 LCFF - Supplemental Category \$627,158 Program 209 Fund 01 - Resource 0001 - Object 3000 LCFF - Supplemental Category \$232,405</p>	<p>Program 209 Fund 01 - Resource 0001 - Object 1000 LCFF - Supplemental Category \$611,576 Program 209 Fund 01 - Resource 0001 - Object 3000 LCFF - Supplemental Category \$231,205</p>
<p>Due to budget reductions, this action has been eliminated for the 2019-20 school year. Sites may use their budgets to provide release days for teachers (See annual update Goal 2)</p>	<p>Action has been eliminated for 2019-20 due to budget reductions.</p>	<p>Action was eliminated for 2019-20 due to budget reductions.</p>
<p>Continue to support designated and integrated English Language Development instruction through professional development, coaching, release days, and support from the English Language Development Coordinator. Continue to provide 1:1 tutoring to close learning gaps to immigrant students after school (See annual update Goal 2)</p>	<p>Program 310 Fund 01 - Resource 4201 - Object 1000 Title III - Immigrant Education \$5,000 Program 310 Fund 01 - Resource 4201 - Object 3000 Title III - Immigrant Education \$1,000 Program 204 Fund 01 - Resource 0000 - Object 1000 Unrestricted General Fund \$3,000 Program 204 Fund 01 - Resource 0000 - Object 3000 Unrestricted General Fund \$1,000</p>	<p>Program 310 Fund 01 - Resource 4201 - Object 1000 Title III - Immigrant Education \$1,785 Program 310 Fund 01 - Resource 4201 - Object 3000 Title III - Immigrant Education \$383 Program 204 Fund 01 - Resource 0000 - Object 1000 Unrestricted General Fund \$16,592 Program 204 Fund 01 - Resource 0000 - Object 3000 Unrestricted General Fund \$ 4,013</p>
<p>Assess effectiveness of the Sheltered Instruction Observation Protocol (SIOP) program to support language acquisition and content learning to decrease the number of Long Term English Learners and increase the reclassification rate and revise as necessary. Continue professional development. Continue to support Long Term EL intervention through use of the English 3-D curriculum and coaching (See Annual Update Goal 2).</p>	<p>Program 300 Fund 01 - Resource 0000 - Object 5000 Unrestricted General Fund \$18,000 Program 305 Fund 01 - Resource 0000 - Object 5000 Unrestricted General Fund \$90,000</p>	<p>Program 300 Fund 01 - Resource 0000 - Object 5000 Unrestricted General Fund \$24,028 Program 305 Fund 01 - Resource 0000 - Object 5000 Unrestricted General Fund \$3077</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	Program 310 Fund 01 - Resource 4203 - Object 1000 Title III - LEP \$12,000 Program 310 Fund 01 - Resource 4203 - Object 3000 Title III - LEP \$2,000 Program 305 Fund 01 - Resource 4203 - Object 5000 Title III - LEP \$62,000	Program 311 Fund 01 - Resource 4203 - Object 1000 Title III - LEP \$1756 Program 311 Fund 01 - Resource 4203 - Object 3000 Title III - LEP \$619 Program 305 Fund 01 - Resource 4203 - Object 5000 Title III - LEP \$52,000
<p>Continue to support teachers with newcomers through coaching. Provide teachers resources (i.e. instructional software, dictionaries, curriculum). Provide teachers and administrator's assistance with development of an individualized action plans for each newcomer supported by School and Community Engagement Facilitators. Continue to review and revise best teaching models, practices and instructional materials for newcomers.</p>	Program 305 Fund 01 - Resource 4201 - Object 1000 Title III - Immigrant Education \$1,500 Program 305 Fund 01 - Resource 4201 - Object 3000 Title III - Immigrant Education \$500 Program 311 Fund 01 - Resource 4203 - Object 4000 Title III - LEP \$3,000 Program 311 Fund 01 - Resource 4203 - Object 5000 Title III - LEP \$15,000	Program 305 Fund 01 - Resource 4201 - Object 1000 Title III - Immigrant Education \$0 Program 305 Fund 01 - Resource 4201 - Object 3000 Title III - Immigrant Education \$0 Program 311 Fund 01 - Resource 4203 - Object 4000 Title III - LEP \$1,161 Program 311 Fund 01 - Resource 4203 - Object 5000 Title III - LEP \$73,727
<p>Continue to use SchoolCity to administer district assessments and monitor achievement throughout and across school years</p>	Program 580 Fund 01 - Resource 9590 - Object 5000 Shoreline Funding \$46,000	Program 580 Fund 01 - Resource 9590 - Object 5000 Shoreline Funding \$36,945.30
<p>Continue to analyze and disaggregate student's data from district benchmarks and the California Assessment of Student Performance and Progress (CAASPP) using the District data protocol to ensure proportional and equitable access and achievement for each student (EL, Low income, foster youth, SWD and other significant subgroups. Continue the use of district and school data summits at the beginning of each school year (See Annual Update Goal 2)</p>	No expenditures - part of regular staff responsibilities \$0	No expenditures - part of regular staff responsibilities \$0

<b>Planned Actions/Services</b>	<b>Budgeted Expenditures</b>	<b>Actual Expenditures</b>
Continue to assess the implementation of Professional Learning Communities district wide. Continue to support teams and new staff members in their implementation throughout the year.	No expenditures, part of regular staff responsibilities \$0	No expenditures - part of regular staff responsibilities \$0
Continue to assess and expand the Response to Instruction Plan to more effectively address the social, emotional, and academic needs of students.	No expenditures - part of regular staff responsibilities 0.00	No expenditures - part of regular staff responsibilities \$0
Evaluate elementary RTI plans and revise and refine middle school RTI program as appropriate.	Program 216 Fund 01 - Resource 0001 - Object 1000 LCFF - Supplemental Category \$1,175,747  Program 216 Fund 01 - Resource 0001 - Object 3000 LCFF - Supplemental Category \$444,947	Program 216 Fund 01 - Resource 0001 - Object 1000 LCFF - Supplemental Category \$1,186,571  Program 216 Fund 01 - Resource 0001 - Object 3000 LCFF - Supplemental Category \$429,502
Provide professional development for early language acquisition strategies and implement K-3 based on committee recommendation from spring of 2019. (See Annual Update Goal 2).	Program 305 Fund 01 - Resource 0000 - Object 1000 Unrestricted General Fund \$2,000  Program 305 Fund 01 - Resource 0000 - Object 3000 Unrestricted General Fund \$500	Program 305 Fund 01 - Resource 0000 - Object 1000 Unrestricted General Fund \$0  Program 305 Fund 01 - Resource 0000 - Object 3000 Unrestricted General Fund \$0
Continue to provide Title 1 funding for school-wide programs at Castro and Theuerkauf schools to support additional intervention programs, materials, and resources.	Program 250 Fund 01 - Resource 3010 - Object 1000 Title I \$94,213  Program 250 Fund 01 - Resource 3010 - Object 2000 Title I \$22,168  Program 250 Fund 01 - Resource 3010 - Object 3000 Title I \$42,544  Program 250 Fund 01 - Resource 3010 - Object 4000 Title I \$6,085  Program 250 Fund 01 - Resource 3010 - Object 5000 Title I \$212,791	Program 250 Fund 01 - Resource 3010 - Object 1000 Title I \$99,827  Program 250 Fund 01 - Resource 3010 - Object 2000 Title I \$23,654  Program 250 Fund 01 - Resource 3010 - Object 3000 Title I \$57,831  Program 250 Fund 01 - Resource 3010 - Object 4000 Title I \$17,609  Program 250 Fund 01 - Resource 3010 - Object 5000 Title I \$41,500

<b>Planned Actions/Services</b>	<b>Budgeted Expenditures</b>	<b>Actual Expenditures</b>
<p>Summer programming has been reduced due to budget reductions. Programs for target students will continue but will be decreased to the following:</p> <p>Stretch to Kindergarten for students entering Kindergarten with no preschool</p> <p>Elevate math for incoming 6th and 7th grade students</p> <p>Extended School Year</p> <p>Olimpico Learning for students at Castro and Theuerkauf elementary schools to prevent summer learning loss</p> <p>Elementary Literacy for students entering grades 1 and 2 at Castro and Theuerkauf elementary schools provided by a partnership with the YMCA</p> <p>(See Annual Update Goal 2)</p>	<p>Program 217 Fund 01 - Resource 0001 - Object 1000 LCFF - Supplemental Category \$11,364</p> <p>Program 217 Fund 01 - Resource 0001 - Object 2000 LCFF - Supplemental Category \$20,597</p> <p>Program 217 Fund 01 - Resource 0001 - Object 3000 LCFF - Supplemental Category \$11,465</p> <p>Program 217 Fund 01 - Resource 0001 - Object 4000 LCFF - Supplemental Category \$8,074</p> <p>Program 217 Fund 01 - Resource 0001 - Object 5000 LCFF - Supplemental Category \$2,500</p> <p>Program 208 Fund 01 - Resource 9580 - Object 1000 Stretch to Kindergarten \$30,546</p> <p>Program 208 Fund 01 - Resource 9580 - Object 2000 Stretch to Kindergarten \$31,151</p> <p>Program 208 Fund 01 - Resource 9580 - Object 3000 Stretch to Kindergarten \$10,032</p> <p>Program 208 Fund 01 - Resource 9580 - Object 5000 Stretch to Kindergarten \$2316</p> <p>Program 250 Fund 01 - Resource 3010 - Object 5000 Title I \$164,000</p>	<p>Program 217 Fund 01 - Resource 0001 - Object 1000 LCFF - Supplemental Category \$9,004</p> <p>Program 217 Fund 01 - Resource 0001 - Object 2000 LCFF - Supplemental Category \$9,669</p> <p>Program 217 Fund 01 - Resource 0001 - Object 3000 LCFF - Supplemental Category \$4,516</p> <p>Program 217 Fund 01 - Resource 0001 - Object 4000 LCFF - Supplemental Category \$0</p> <p>Program 217 Fund 01 - Resource 0001 - Object 5000 LCFF - Supplemental Category \$ 12</p> <p>Program 208 Fund 01 - Resource 9580 - Object 1000 Stretch to Kindergarten \$29,701</p> <p>Program 208 Fund 01 - Resource 9580 - Object 2000 Stretch to Kindergarten 34,179</p> <p>Program 208 Fund 01 - Resource 9580 - Object 3000 Stretch to Kindergarten \$12,844</p> <p>Program 208 Fund 01 - Resource 9580 - Object 5000 Stretch to Kindergarten \$0</p> <p>Program 250 Fund 01 - Resource 3010 - Object 5000 Title I 174,878</p>
<p>Continue to provide supplemental staffing and instruction in math to students in grades 6-8 in conjunction with the new middle school schedule.</p>	<p>Program 401 Fund 01 - Resource 0000 - Object 1000 Unrestricted General Fund \$167,296</p>	<p>Program 401 Fund 01 - Resource 0000 - Object 1000 Unrestricted General Fund \$177,059.41</p>

<b>Planned Actions/Services</b>	<b>Budgeted Expenditures</b>	<b>Actual Expenditures</b>
	Program 401 Fund 01 - Resource 0000 - Object 3000 Unrestricted General Fund \$71,979	Program 401 Fund 01 - Resource 0000 - Object 3000 Unrestricted General Fund \$ 34,427.60
Continue to partner with the Peninsula Bridge Foundation to provide an after school program to support low-income, high achieving students in grades 5, 6 and 7 and evaluate program success to make decisions for 2020-21 (See Annual Update Goal 2)	Program 214 Fund 01 - Resource 0000 - Object 5000 Unrestricted General Fund \$20,000	Program 214 Fund 01 - Resource 0000 - Object 5000 Unrestricted General Fund \$20,000
Assess the effectiveness of the iReady program that supports core math instruction at both middle schools.	Program 213 Fund 01 - Resource 7510 - Object 5000 LPSBG (Low Performing Student Block Grant) \$45,000	Program 213 Fund 01 - Resource 7510 - Object 5000 LPSBG (Low Performing Student Block Grant) 44,879
Implement the plan for supporting the District's Dual Immersion Program.	Budget is dependent on planning in spring of 2019 Unknown at this time. \$0	Program 205 Fund 01 - Resource 6300 - Object 4000 Lottery \$49,818
Review and refine the co-teaching model at the middle schools. Implement a Learning Center model at one elementary school.(See Annual Update Goal 2)	Program 350 Fund 01 - Resource 6500 - Object 5000 Special Education \$4,000	Program 350 Fund 01 - Resource 6500 - Object 5000 Special Education \$4,500
Continue Progress Monitoring of English Learners, RFEPs and Targeted Students at least 3 times a year using the District's Ellevation platform (See Annual Update Goal 2).	Program 214 Fund 01 - Resource 0000 - Object 5000 Unrestricted General Fund \$20,300	Program 214 Fund 01 - Resource 0000 - Object 5000 Unrestricted General Fund \$11,940
Revise and refine expectations for grade 8 English Language Arts and implement grades 6 and 7.	No expenditures - part of regular staff responsibilities \$0	No expenditures - part of regular staff responsibilities \$0
Review and revise I'm Ready Guide if needed and continue to distribute to local preschool providers and parents of incoming Kindergarteners.	Program 200 Fund 01 - Resource 0000 - Object 4000 Unrestricted General Fund \$3,500 Program 200 Fund 01 - Resource 0000 - Object 2000 Unrestricted General Fund \$500 Program 200 Fund 01 - Resource 0000 - Object 3000 Unrestricted General Fund \$50	Program 200 Fund 01 - Resource 0000 - Object 4000 Unrestricted General Fund \$1,216 Program 200 Fund 01 - Resource 0000 - Object 2000 Unrestricted General Fund \$0 Program 200 Fund 01 - Resource 0000 - Object 3000 Unrestricted General Fund \$0

<b>Planned Actions/Services</b>	<b>Budgeted Expenditures</b>	<b>Actual Expenditures</b>
Evaluate and revise the Kindergarten Readiness Assessment	No expenditures - part of regular staff responsibilities \$0	No expenditures - part of regular staff responsibilities \$0
Reduce the technology coach from 1.0 FTE to 0;.5 FTE to support teachers with the use of educational technology (See annual update Goal 2).	Program 570 Fund 01 - Resource 9590 - Object 1000 Shoreline Funding \$41,808  Program 570 Fund 01 - Resource 9590 - Object 3000 Shoreline Funding \$19,037	Program 570 Fund 01 - Resource 9590 - Object 1000 Shoreline Funding \$45,239  Program 570 Fund 01 - Resource 9590 - Object 3000 Shoreline Funding \$18,311
Continue to provide Targeted Student Support funds to each site for intervention based on unduplicated count of target students.	Program 214 Fund 01 - Resource 0001 - Object 1000 LCFF - Supplemental Category \$73,925  Program 214 Fund 01 - Resource 0000 - Object 2000 LCFF - Supplemental Category \$71,123  Program 214 Fund 01 - Resource 0000 - Object 3000 LCFF - Supplemental Category \$58,286  Program 214 Fund 01 - Resource 0001 - Object 4000 LCFF - Supplemental Category \$105,674  Program 214 Fund 01 - Resource 0001 - Object 5000 LCFF - Supplemental Category \$35,592	Program 214 Fund 01 - Resource 0001 - Object 1000 LCFF - Supplemental Category \$73,734  Program 214 Fund 01 - Resource 0000 - Object 2000 LCFF - Supplemental Category \$71,973  Program 214 Fund 01 - Resource 0000 - Object 3000 LCFF - Supplemental Category \$35,820  Program 214 Fund 01 - Resource 0001 - Object 4000 LCFF - Supplemental Category \$31,826  Program 214 Fund 01 - Resource 0001 - Object 5000 LCFF - Supplemental Category \$34,059
Implement the science plan	Unknown at this time. \$0.00	Program 207 Fund 01 - Resource 9590 - Object 5000 Shoreline Funding \$165,400
All sites will have an action in their site plan which addresses the needs of higher achieving students and how site administrators are working with teachers to increase rigor in the classroom.	Unknown at this time. Expenditures will be listed in schools site plans in fall 2019.	Funds for these expenditures are covered in the following other actions: TSSP, Goal 2, Action 24 and Enrichment, goal 3 action 3.



## Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

MVWSD is committed to Increasing achievement for all students and accelerating learning outcomes for English Language Learners, low-income students, and other target groups to close the achievement gap. Actions and services for this goal were generally implemented as planned.

In 2019-20 the District was unable to provide professional development for early language acquisition strategies and implement K-3 based on committee recommendation from spring of 2019 (Action 11). The coordinator in charge of this program was reassigned to become a principal at a school site. The funds budgeted for this action were redirected back to the general fund.

The District also continued to provide Title 1 funding for school-wide programs at Castro and Theuerkauf schools to support additional intervention programs, materials, and resources. Budgeted funds were not fully expended due to school closure (Action 12). The District exercised the flexibility provided for federal funds and was able to carryover funds to the next fiscal year. The District used these carryover funds to provide additional actions/services at our only Title 1 elementary school in 2020-21.

A new plan for the District's Dual Immersion School was implemented in 2019-20. At the time the LCAP was written, the costs of this plan were unknown. The District spent \$49,818 from lottery funds on curriculum needed to support the new 50/50 model.

The District implemented a new Science plan in 2019-20. At the time the LCAP was written the cost of the new plan was unknown. The District spent \$165,400 from Shoreline funds on professional development and coaching for all of the District's STEAM teachers and site principals from Discovery Education.

Purchases in spring 2020 to support the needs related to school closure and potential school reopening were paid for using State and Federal COVID funds. The District did not have to reallocate funding from other areas. These purchases included personal protective equipment like face masks and face shields, sanitizing equipment including hand sanitizer, cleaning wipes, electrostatic sprayers and sanitizing cleaners, chromebooks so the district could expand it's 1:1 devices program and hotspots for students without stable internet access.

Many actions and services were implemented as planned although costs were less than budgeted. These unspent funds were redirected back to the District's general fund. These funds helped to increase the District's reserve level which in turn allowed MVWSD to provide additional actions and services for students during the 2020-21 school year.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Actions and services for this goal were generally implemented as planned although some were modified due to school closure in March 2021.

The District had 0.5 FTE instructional coaches at all sites. Funding for release days were eliminated due to a lack of substitute teachers. The District focused on providing professional development for teachers on instructional strategies to better support English Learners including the Sheltered Instruction Observation Protocol.

Due to the pandemic, the District developed summer learning plans for students and families in grades TK-9. These plans, which spanned five weeks, provided opportunities for students to practice skills in English Language arts and math, participate in enrichment activities aligned to our Profile of a Graduate and have a summer schedule. The District hired teachers to support students over the summer with the learning plans.

The District implemented the plan for the Spanish Dual Immersion program. The main shift was a move away from a 90-10 model to a 50-50 model to help ensure that students develop skills in both languages. The Science plan was also implemented and the focus was on professional development and coaching for STEAM teachers and principals provided by Discovery Education.

One actions/services were not completed as outlined. Professional Development on strategies developed by the K-3 early language learning committee was not implemented. The staff member responsible for this action was promoted to a principal position within the district in the early fall.

Progress on the California Assessment of Student Performance and Progress (CAASPP) in 2018-19 showed a 3-percentage point gain in English Language Arts and a 0 percentage point gain in mathematics. Instructional coaching for professional development, planning and effective instruction continues to be a focus for MVWSD. The work with Professional learning Communities, data analysis, and Response to Instruction program has supported the continued work to provide for the needs of all students, especially our English Learners, Socio-Economically Disadvantaged students, Students with Disabilities, and students in need of enrichment or extension. Several subgroups in our District have lower levels of achievement than all students. The following groups had yellow ratings on the California Dashboard in English Language Arts: African American, English Language Learners, Hispanic/Latino, Homeless, and Socio- Economically Disadvantaged and Students with Disabilities. The District had no subgroups in red or orange in English Language Arts on the 2019 California Dashboard. In mathematics these groups include English Language Learners, Hispanic/Latino, and Socio- Economically Disadvantaged students. Students with Disabilities, and homeless students moved to yellow. The District had no subgroups in red in mathematics. To better support our target students, the District continued its Response to Instruction Program in both elementary and middle schools. Co-teaching classes continued to be implemented at the middle school level in English Language Arts and mathematics and a learning center model was successfully implemented at one elementary school.

All teachers were provided an additional 2 days of professional development on the Sheltered Instruction Observation Protocol (SIOP) which is designed to support students, especially English Language Learners during content instruction. MVWSD also continued to

provide additional funding for sites to support target students, employ additional math teachers at the middle school level and implement iready. Sites analyzed student achievement data from the spring 2019 CAASPP assessments as well as District benchmarks. Sites followed the District's data protocol at the end of each trimester. District benchmark and CAASPP assessments were not given in the 3rd trimester due to school closure.

## Goal 3

Provide a broad course of study to ensure that all students are prepared for high school with the academic skills and mindset necessary for successful citizenship in the 21st century.

State and/or Local Priorities addressed by this goal:

State Priorities:    Priority 7: Course Access (Conditions of Learning)  
                              Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:    Strategic Plan Goal 1

### Annual Measurable Outcomes

Expected	Actual
<p><b>Metric/Indicator</b></p> <ol style="list-style-type: none"> <li>1. New middle school schedule</li> <li>2. Partial plan for culturally responsive instruction</li> <li>3. Enrichment funding allocation for elementary schools</li> <li>4. Art, music, and PE contracts</li> <li>5. Number of technology devices</li> <li>6. Progress on development of Capstone Projects and Portrait of a Graduate portfolio and rubrics</li> <li>7. Plan for extended learning opportunities for students</li> </ol>	<ol style="list-style-type: none"> <li>1. The District implemented an 8 period cascading middle school schedule that provides access to electives for all students.</li> <li>2. This was not implemented in 2019-20. This will be included in the District's new Strategic Plan and LCAP that are being developed in 2020-21.</li> <li>3. The District maintained enrichment funding for all schools.</li> <li>4. The District maintained Art, Music and PE for all elementary schools. When the District closed in March 2020 these services were provided live via Zoom.</li> <li>5. The district expanded the use of technology devices and expanded from 1:1 in grades 6-8 to 1:1 for all students in grades PK-8.</li> <li>6. This item was not completed due to school closure.</li> <li>7. The District did not implement this in 2019-20. This will be included in the District's new Strategic Plan and LCAP that are being developed in 2020-21.</li> </ol>

Expected	Actual
<p><b>19-20</b></p> <ol style="list-style-type: none"> <li>1. Equitable middle school schedules that provide access to electives for all students</li> <li>2. Fully develop plan for culturally responsive instruction (See Annual Update Goal 3).</li> <li>3. Maintain Enrichment Funding for elementary schools</li> <li>4. Maintain Art, Music and PE in all elementary schools</li> <li>5. Expand or maintain the use of technology devices and effective use of educational technology during instruction</li> <li>6. Implement Capstone Projects for 5th grade and develop 8th grade projects (See Annual Update Goal 3).</li> <li>7. Implement extended learning opportunities for students</li> </ol> <p><b>Baseline</b></p> <ol style="list-style-type: none"> <li>1. The current middle school schedules do not allow all students to have an elective.</li> <li>2. The Strategic Plan calls for planning of culturally responsive instruction to take place in 2017-18.</li> <li>3. District provides enrichment funding for all elementary schools.</li> <li>4. District currently provides supplemental Art, Music, and PE for all elementary students.</li> <li>5. Currently, the district has 1:1 Chromebooks for students in grades 2-8.</li> <li>6. The District has developed a draft rubric to assess the competencies and attributes of its Portrait of a Graduate.</li> <li>7. The District assessed all of the in school and extended day learning opportunities that are provided across all schools.</li> </ol>	

## Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Assess the effectiveness of the new middle school schedule and make revisions as necessary	Program 244 Fund 01 - Resource 9100 - Object 1000 Parcel Tax \$176,000 Program 244 Fund 01 - Resource 9100 - Object 3000 Parcel Tax \$58,000 Program 401 Fund 01 - Resource 0000 - Object 1000 Unrestricted General Fund \$22,000 Program 401 Fund 01 - Resource 0000 - Object 3000 Unrestricted General Fund \$4,500	Program 244 Fund 01 - Resource 9100 - Object 1000 Parcel Tax \$74,076 Program 244 Fund 01 - Resource 9512 - Object 3000 Parcel Tax \$25,383 Program 401 Fund 01 - Resource 0000 - Object 1000 Unrestricted General Fund \$0 Program 401 Fund 01 - Resource 0000 - Object 3000 Unrestricted General Fund \$0
Fully develop the plan for Culturally Responsive Instruction and implement.	Program 302 Fund 01 - Resource 3010 - Object 1000 Title I \$1300 Program 302 Fund 01 - Resource 3010 - Object 2000 Title I \$1500 Program 302 Fund 01 - Resource 3010 - Object 3000 Title I \$500	Program 302 Fund 01 - Resource 3010 - Object 1000 Title I \$350 Program 302 Fund 01 - Resource 3010 - Object 2000 Title I \$200 Program 302 Fund 01 - Resource 3010 - Object 3000 Title I \$111
Maintain and assess usage of enrichment funding for elementary schools.	Program 235 Fund 01 - Resource 9100 - Object 1000 Parcel Tax \$8,957 Program 235 Fund 01 - Resource 9100 - Object 3000 Parcel Tax \$2,750 Program 235 Fund 01 - Resource 9100 - Object 4000 Parcel Tax \$17,163 Program 235 Fund 01 - Resource 9100 - Object 5000 Parcel Tax \$8,090	Program 235 Fund 01 - Resource 9100 - Object 1000 Parcel Tax \$10,565 Program 235 Fund 01 - Resource 9100 - Object 2000 Parcel Tax \$1816 Program 235 Fund 01 - Resource 9100 - Object 4000 Parcel Tax \$170 Program 235 Fund 01 - Resource 9100 - Object 5000 Parcel Tax \$8,140

<b>Planned Actions/Services</b>	<b>Budgeted Expenditures</b>	<b>Actual Expenditures</b>
Maintain supplemental Art, Music and PE for elementary students	Program 230 Fund 01 - Resource 9100 - Object 5000 Parcel Tax \$848,750  Program 244 Fund 01 - Resource 9512 - Object 5000 Mountain View Education Foundation \$169,142  Program 245 Fund 01 - Resource 9512 - Object 5000 Mountain View Education Foundation \$213,043	Program 230 Fund 01 - Resource 9100 - Object 5000 Parcel Tax \$837,775  Program 244 Fund 01 - Resource 9512 - Object 5000 Mountain View Education Foundation \$169,142  Program 245 Fund 01 - Resource 9512 - Object 5000 Mountain View Education Foundation \$210,482
Maintain or expand Spanish content area classes at Graham and Crittenden Middle Schools to allow students from Dual Immersion to continue to attain proficiency in Spanish.	No expenditures - part of regular staff responsibilities \$0	No expenditures - part of regular staff responsibilities \$0
Maintain partnership with Science by Nature Collaborative, Living Classroom, and the Mountain View Education Foundation to provide environmental education opportunities for students in grades TK-5 and 8, including Science Camp for 5th grade and Nature Bridge Yosemite experience for 8th grade	Programs 223 Fund 01 - Resource 9512 - Object 5000 Mountain View Education Foundation \$45,000  Programs 223 Fund 01 - Resource 9590 - Object 5000 Shoreline Funding \$40,000  Program 224 Fund 01 - Resource 9512 - Object 5000 Mountain View Education Foundation \$70,000  Program 224 Fund 01 - Resource 0000 - Object 5000 Unrestricted General Fund \$10,000  Program 225 Fund 01 - Resource 9590 - Object 1000 Shoreline Funding \$11,400  Program 225 Fund 01 - Resource 9590 - Object 3000 Shoreline Funding \$1,405	Program 223 Fund 01 - Resource 9512 - Object 5000 Mountain View Education Foundation \$52,250  Program 223 Fund 01 - Resource 9590 - Object 5000 Shoreline Funding \$31,000  Program 224 Fund 01 - Resource 9512 - Object 5000 Mountain View Education Foundation \$50,333  Program 224 Fund 01 - Resource 0000 - Object 5000 Unrestricted General Fund \$0  Program 225 Fund 01 - Resource 9590 - Object 1000 Shoreline Funding \$10,535  Program 225 Fund 01 - Resource 9590 - Object 3000 Shoreline Funding \$2116

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	Program 225 Fund 01 - Resource 9590 - Object 5000 Shoreline Funding \$117,427  Program 225 Fund 01 - Resource 0000 - Object 5000 Unrestricted General Fund \$49,768  Program 226 Fund 01 - Resource 9590 - Object 1000 Shoreline Funding \$29,660  Program 226 Fund 01 - Resource 9590 - Object 2000 Shoreline Funding \$1,600  Program 226 Fund 01 - Resource 9590 - Object 3000 Shoreline Funding \$5,000  Program 226 Fund 01 - Resource 9590 - Object 5000 Shoreline Funding \$96,889  Program 226 Fund 01 - Resource 0000 - Object 5000 Unrestricted General Fund \$186,851	Program 225 Fund 01 - Resource 9590 - Object 5000 Shoreline Funding \$111,450  Program 225 Fund 01 - Resource 0000 - Object 5000 Unrestricted General Fund \$27,134  Program 226 Fund 01 - Resource 9590 - Object 1000 Shoreline Funding \$32,545  Program 205 Fund 01 - Resource 9590 - Object 2000 Shoreline Funding \$0  Program 226 Fund 01 - Resource 9590 - Object 3000 Shoreline Funding \$7,093  Program 226 Fund 01 - Resource 9590 - Object 5000 Shoreline Funding \$120,711  Program 226 Fund 01 - Resource 0000 - Object 5000 Unrestricted General Fund \$131,640
Implement Capstone Projects for grade 5 and develop projects for grade 8.	No expenditures - part of regular staff responsibilities \$0	No expenditures - part of regular staff responsibilities \$0
Implement electronic Profile of a Graduate portfolio and rubric with the 5th grade capstone project.	No expenditures - part of regular staff responsibilities \$0	No expenditures - part of regular staff responsibilities \$0
Continue the use of BrightBytes to support the District with effectively utilizing educational technology. Assess effectiveness of BrightBytes. Set contract cost for software.	Program 570 Fund 01 - Resource 9590 - Object 5000 Shoreline Funding \$5,000	Program 580 Fund 01 - Resource 9590 - Object 5000 Shoreline Funding \$3786
Maintain the number of technology devices available for student use.	Program 570 Fund 01 - Resource 9590 - Object 4000 Shoreline Funding \$245,000	Program 570 Fund 01 - Resource 9590 - Object 4000 Shoreline Funding \$305,553



Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>The technology department will work with sites to assess protocols and processes for monitoring student usage of devices during the school day.</p> <p>The technology department will work with sites to review the different types of platforms being used by teachers for student communication and homework and narrow options to avoid confusion and help students be more prepared for learning each day (See annual update Goal 3).</p>	<p>Program 570 Fund 01 - Resource 9590 - Object 5000 Shoreline Funding \$24,000</p>	<p>Program 570 Fund 01 - Resource 9590 - Object 5000 Shoreline Funding \$30,270</p>
<p>The District added funding to sites to offer extended learning opportunities based on site need in 2018-19. Based on data collected from sites which indicated an inability to hire staff to run after school programs, the District will not continue this practice in 2019-20. Instead the District is adding a new after school provider and working with existing programs to support students and families with after school options (See annual update Goal 3)</p>	<p>No expenditures, part of regular staff responsibilities. \$0</p>	<p>No expenditures - part of regular staff responsibilities \$0</p>
<p>Maintain one counselor for each middle school to support the academic and social emotional needs of students</p>	<p>Program 412 Fund 01 - Resource 9100 - Object 1000 Parcel Tax \$186,500</p> <p>Program 412 Fund 01 - Resource 9100 - Object 3000 Parcel Tax \$54,064</p>	<p>Program 412 Fund 01 - Resource 9100 - Object 1000 Parcel Tax \$184,904</p> <p>Program 412 Fund 01 - Resource 9100 - Object 3000 Parcel Tax \$60,781</p>
<p>Sites will explore the reasons that staff had lower scores than students and parents on perceptions of high school and college and career readiness. Sites will then develop a plan to address this area as appropriate (See annual update Goal 3).</p>	<p>No expenditures - part of regular staff responsibilities</p>	<p>No expenditures - part of regular staff responsibilities \$0</p>

## Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

MVWSD is committed to providing a broad course of study to ensure that all students are prepared for high school with the academic skills and mindset necessary for successful citizenship in the 21st century. Actions and services for this goal were generally implemented as planned.

Expenditures for actions and services in this goal that were funding through the District's Parcel tax were generally less than budgeted. The District's total revenue for the Parcel tax was \$29, 537 less than projected. Additionally, some of the funding remaining was redirected to cover the excess of salary and benefits for school office staff \$3,926 and the contract for services with the Community Health Awareness Council (CHAC) \$54,831. CHAC provides counseling services to MVWSD students.

Many other actions and services were implemented as planned although costs were less than budgeted. These unspent funds were redirected back to the District's general fund. These funds helped to increase the District's reserve level which in turn allowed MVWSD to provide additional actions and services for students during the 2020-21 school year.

Purchases in spring 2020 to support the needs related to school closure and potential school reopening were paid for using State and Federal COVID funds. The District did not have to reallocate funding from other areas. These purchases included personal protective equipment like face masks and face shields, sanitizing equipment including hand sanitizer, cleaning wipes, electrostatic sprayers and sanitizing cleaners, chromebooks so the district could expand it's 1:1 devices program and hotspots for students without stable internet access.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Actions and Services for this goal were generally implemented as described with a few exceptions due to school closure in March 2021.

The District continued to implement it's new middle school schedule during the 2019-20 school year. The schedule continues to ensure that all students get at least one choice elective, have the opportunity for a Response to instruction period for either remediation or enrichment, and includes co-teaching in English Language Arts and mathematics for Students with Disabilities. The District did some work to refine the elective course request process and added additional elective offerings.

The District contracted with a new after school provider, Right at School in order to provide more after school options for students and families. Right at School opened programs on all sites except one and served children until school closed in March 2020.

MVWSD continues to offer supplemental art and music classes for all students in grades TK-5 and ensures that all 1st - 5th grad students get the minimum number of Physical Education minutes each week with instruction from certificated Physical Education teachers from Rhythm and Moves. When school closed in March, the Rhythm and Moves PE program and supplemental art and music classes moved to be live through Zoom for students.

The District also provides opportunities for hands-on environmental educational experiences including field trips, classroom programs and lessons, and experiences at the Outdoor Science School at Walden West and NatureBridge in Yosemite. Luckily all of our 8th grade students were able to attend NatureBridge in Yosemite and all but one school's fifth graders had an outdoor experience at

Walden West before school closed. Some field trips and program that were scheduled had to be cancelled at the end of the school year.

Some of our middle school students come from our K-5 Dual Immersion program or are native readers, writers, and speakers in Spanish. The District continued to offer these students a content class in Spanish at the middle schools to continue their language development. The District also wants to provide students the opportunity to learn another language like Spanish. These efforts have been hindered by the District's inability to hire single subject, BCLAD teachers or Spanish BCLAD teachers.

Developing students 21st century skills is as important and an integral part of developing a student's academic skills. The 21st century competencies and attributes that we want to develop in our students are contained in our Profile of a Graduate. Developing rubrics and capstone projects to measure student progress in developing these skills is part of our Strategic Plan. Unfortunately, due to school closure these actions were not completed. Additionally, the plan for culturally responsive instruction was put on hold in spring 2020 and will become a part of our new Strategic Plan and LCAP which are currently being developed.

Technology is utilized daily to support instruction and student learning. In 6th grade, all students are issued a new chromebook to use in class and at home throughout their middle school career in MVWSD. Due to conditions brought about by the pandemic, MVWSD expanded it's 1:1 device program from 6-8th grade to include all students in grades PK-8.

## 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.

State and/or Local Priorities addressed by this goal:

State Priorities:     Priority 3: Parental Involvement (Engagement)  
                           Priority 4: Pupil Achievement (Pupil Outcomes)  
                           Priority 5: Pupil Engagement (Engagement)  
                           Priority 6: School Climate (Engagement)

Local Priorities:     Strategic Plan Goal 3

### Annual Measurable Outcomes

Expected	Actual
<p><b>Metric/Indicator</b></p> <ol style="list-style-type: none"> <li>1. Suspension rates</li> <li>2. Expulsion Rate</li> <li>3. Truancy Rate</li> <li>4. Chronic Absenteeism rate</li> <li>5. Student attendance rate</li> <li>6. Alternatives to suspension menu</li> <li>7. Site climate goals and action plans</li> <li>8. Referral and discipline data</li> <li>9. Updated handbooks with current district policies</li> <li>10. Participation in activities and/or leadership opportunities</li> <li>11. Continued parent training opportunities</li> <li>12. School and Community Engagement Facilitators</li> <li>13. Middle school dropout rate</li> <li>14 District and Site Safety plans</li> </ol>	<ol style="list-style-type: none"> <li>1. The District had a green rating on the California Dashboard for suspensions. No subgroups were in red or orange for suspensions. The District's goals was to decrease suspension rates by .25% for all students and subgroups.                All: Green Rating 1% - decrease from 2% in 2018                English Learners: Green Rating 1.3% - maintained from 2018                African American: Green Rating 1.3% - declined 1.1% from 2018                Students with Disabilities: Green Rating 1.8% declined 1.6% from 2018                White: Green Rating: 0.6% maintained from 2018                Hispanic: Yellow Rating: 1.9% maintained from 2018                Homeless: Yellow Rating: 1.4% increased 1.4% from 2018                Two or More Races: Yellow Rating 1% increased 0.6% from 2018                Socioeconomically Disadvantaged: Yellow Rating: 2.4% maintained from 2018                Asian: Blue Rating: 0.1% declined 0.5% from 2018                Filipino: Blue Rating: 0% maintained from 2018</li> <li>2. The District maintained a 0% expulsion rate</li> <li>3. The District decreased the Truancy rate to 12.9% (This was calculated based on the data collected between 8/19/19 - 2/14/20).</li> </ol>

Expected	Actual
<p><b>19-20</b></p> <ol style="list-style-type: none"> <li>1. Continue to decrease the suspension rate by 0.25% for all students and across all subgroups</li> <li>2. Maintain 0% Expulsion rate</li> <li>3. Decrease truancy rate to 13.2% (See Annual Update Goal 4).</li> <li>4. Decrease chronic absenteeism rate to 4.5% (See Annual Update Goal 4).</li> <li>5. Increase or maintain student attendance rate of 97%</li> <li>6. Alternatives to suspension menu updated as needed</li> <li>7. Sites to continue to include a climate goal and action plan with metrics for suspension and attendance</li> <li>8. Revised protocols for entering referral and discipline data to reduce the number of errors from 28% to 20% (See Annual Update Goal 4).</li> <li>9. Review and revise handbooks as needed</li> <li>10. Increased participation by staff, parents, and students in school activities and/or district leadership opportunities</li> <li>11. Continue parent training</li> <li>12. Maintain School and Community Engagement Facilitators</li> <li>13. Maintain 0% Middle School dropout rate</li> <li>14. Review and update District and site Safety plans as needed</li> </ol>	<ol style="list-style-type: none"> <li>4. The District had a yellow rating on the California Dashboard for chronic absenteeism. 5.6% of students were chronically absent which was a 0.1% increase from 2018 (5.5%). The percentage reported for the metric for 2019-20 had an error (listed as 4.5% - should have been 5.5%). No subgroups were in red although 4 were in orange: Homeless, English Language Learners, Students with Disabilities, and African American students.</li> <li>5. The student attendance rate for MVWSD was 96.5% (This was calculated based on the data collected between 8/19/19 - 2/14/20). School level attendance rates: Bubb Elementary School - 96.84% Castro Elementary School - 95.41% Crittenden Middle School - 96.65% Graham Middle School - 96.93% Huff Elementary School - 97.13% Landels Elementary School - 96.45% Mistral Elementary School - 96.34% Monta Loma Elementary School - 96.02% Stevenson Elementary School - 97.05% Theuerkauf Elementary School - 95.13% Vargas Elementary School - 95.9%</li> <li>6. Updates to the alternatives to suspension menu were not needed for the 2019-20 school year.</li> <li>7. All sites included a climate goal and action plan and metrics for suspension and attendance in their site plan.</li> <li>8. MVWSD again revised protocols for entering referral discipline data. The number of errors in entering data decreased from 28% to 15%. This data is only for the period of 8/19/19 - 3/13/20.</li> <li>9. Handbooks were not revised in 2019-20 due to school closure in March 2021.</li> <li>10. While participation District leadership opportunities remained stable during the first part of the school year, participation greatly increased during school closure. Attendance at community check-in meetings ranged from 25-900 people in May, June and July.</li> </ol>

Expected	Actual
<p><b>Baseline</b></p> <p>1. Suspension Status - CA Dashboard All = 2%, English learners = 2.1%, Students with Disabilities = 5.6%, SocioEconomically Disadvantaged = 3.7%, White and Two or More Races = 1.5%</p> <p>2. 0% expulsion rate</p> <p>3. Truancy rate 11.12%</p> <p>4. Chronic Absenteeism rate 5%</p> <p>5. Attendance rate 16-17</p> <p>Bubb 96.86  Castro 96.25  Crittenden 96.62  Graham 96.97  Huff 96.79  Landels 95.90  Mistral 96.92  Monta Loma 96.19  Stevenson 96.94  Theuerkauf 95.44</p> <p>6. No current Alternatives to suspension menu</p> <p>7. All sites have a climate goal and action plan</p> <p>8. 90% of the 191 suspensions entered into PowerSchool had at least 1 error that had to be corrected</p> <p>9. Handbooks have been collected but not updated</p> <p>10. In 2015-16 School and Community Engagement Facilitators collected parent and staff participation in school and District activities by school. At the end of June 2017, they will compile the data into an aggregate for the District and will also compile the data for the 2016-17 school year so a comparison can be made and targets can be set.</p> <p>11. The District developed Mountain View Parent University and held 7 parent education sessions</p> <p>12. 1.0 FTE at 8 schools and 0.5 FTE at 2 schools</p> <p>13. 0% middle school dropout rate</p> <p>14. Site Safety plans were updated in spring of 2017. The District plan was reviewed and no changes were needed.</p>	<p>11. The District continued to offer a variety of training through Parent University. Seven sessions were held and two were cancelled due to school closure in March 2021.</p> <p>12. The District continued to maintain School and Community Engagement Facilitators in 2019-20.</p> <p>13. MVWSD maintained a 0% middle school drop out rate.</p> <p>14. District safety plans were reviewed and updated.</p>

## Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Continue to provide funding for Project Cornerstone at all sites and evaluate the usage of programs and services.	Program 214 Fund 01 - Resource 0000 - Object 5000 Unrestricted General Fund \$10,000	Program 214 Fund 01 - Resource 0000 - Object 5000 Unrestricted General Fund \$10,000
Sites will continue to include a climate and goal and action plan in the School Single Plan for Student Achievement and include metrics for attendance and suspension rates	Unknown cost of expenditures pending the site's creation of a Climate Plan in each site's Single Plan for Student Achievement Unknown at this time. Expenditures dependent on plan created in 2017-2018 \$0.00	Most actions were carried out as a part of regular staff responsibilities. The rest are captured in Goal 2, action 24 under the action for TSSP funds.
Revise and review district and site safety plans as needed. Staff time to review plan, and set flat amount of \$20,000 for supplies and materials.	Program 650 Fund 01 - Resource 0000 - Object 4000 Unrestricted General Fund \$18,000  Program 650 Fund 01 - Resource 0000 - Object 5000 Unrestricted General Fund \$2,000	Program 650 Fund 01 - Resource 0000 - Object 4000 Unrestricted General Fund \$14,496  Program 650 Fund 01 - Resource 0000 - Object 5000 Unrestricted General Fund \$4,423
Maintain Community Engagement Facilitator team based on staffing changes due to budget reductions. The District is reducing the work year of all School and Community Engagement Facilitators from 11 months to 10 months and reducing the total FTE from 10 to 8. Schools with lower unduplicated pupil counts will share School and Community Engagement Facilitators (See Annual Update Goal 4).	Program 215 Fund 01 - Resource 0001 - Object 2000 LCFF - Supplemental Category \$499,167  Program 215 Fund 01 - Resource 0001 - Object 3000 LCFF - Supplemental Category \$274,702  Program 215 Fund 01 - Resource 9552 - Object 2000 School Linked Services \$61,758  Program 215 Fund 01 - Resource 9552 - Object 3000 School Linked Services \$31,891	Program 215 Fund 01 - Resource 0001 - Object 2000 LCFF - Supplemental Category \$490,144  Program 215 Fund 01 - Resource 0001 - Object 3000 LCFF - Supplemental Category \$261,337  Program 215 Fund 01 - Resource 9552 - Object 2000 School Linked Services \$69,910  Program 215 Fund 01 - Resource 9552 - Object 3000 School Linked Services \$29,000
Support School and Community Engagement Facilitators to work with staff, students, and parents to develop plans and strategies to maximize student and parent attendance, engagement, and connectedness to their school, District and community. Facilitators will collect and compile	Program 204 Fund 01 - Resource 0000 - Object 2000 Unrestricted General Fund \$5,000	Program 204 Fund 01 - Resource 0000 - Object 2000 Unrestricted General Fund \$0

<b>Planned Actions/Services</b>	<b>Budgeted Expenditures</b>	<b>Actual Expenditures</b>
District wide data on staff and parent participation in school activities and/or leadership opportunities and develop and deliver parent workshops to address site needs (See Annual Update Goal 4).	Program 204 Fund 01 - Resource 0000 - Object 3000 Unrestricted General Fund \$2,000  Program 250 Fund 01 - Resource 3010 - Object 4000 Title I \$1,000	Program 204 Fund 01 - Resource 0000 - Object 3000 Unrestricted General Fund \$4,013  Program 250 Fund 01 - Resource 3010 - Object 4000 Title I \$4,120
To improve attendance and decrease truancy and absenteeism the District will continue to : Implement the School Attendance Review Team (SART) and the District School Attendance Review Board (SARB) protocols. include monthly communications about the importance of attendance in school and District newsletters include attendance as a metric in school climate goals Review attendance data monthly at Instructional Leadership Team Revise or refine as needed based on 2018-19 data	Program 400 Fund 01 - Resource 0000 - Object 1000 Unrestricted General Fund \$5,000  Program 400 Fund 01 - Resource 0000 - Object 3000 Unrestricted General Fund \$1,000	No expenditures - part of regular staff responsibilities \$0  No expenditures - part of regular staff responsibilities \$0
Update School Handbooks	Program 400 Fund 01 - Resource 0000 - Object 4000 Unrestricted General Fund \$500	No expenditures - part of regular staff responsibilities \$0
This action has been combined with action 14. (See Annual Update Goal 4).		
This action has been combined with Action 14 (See Annual Update Goal 4).	\$0.00	
Maintain or expand the Mountain View Parent University.	Program 302 Fund 01 - Resource 3010 - Object 5000 Title I \$25,000	Program 302 Fund 01 - Resource 3010 - Object 5000 Title I \$2,134
Continue to utilize 1.0 FTE Public Information Officer to coordinate develop standard operating procedures of internal and external communications.	Program 620 Fund 01 - Resource 0000 - Object 2000 Unrestricted General Fund \$180,595  Program 620 Fund 01 - Resource 0000 - Object 3000 Unrestricted General Fund \$52,307	Program 620 Fund 01 - Resource 0000 - Object 2000 Unrestricted General Fund \$190,552  Program 620 Fund 01 - Resource 0000 - Object 3000 Unrestricted General Fund \$52,996



<b>Planned Actions/Services</b>	<b>Budgeted Expenditures</b>	<b>Actual Expenditures</b>
<p>Increase participation by staff, parents, and students in school and district leadership opportunities including district committees. Set amount of budget for needs.</p> <p>District Task Force/Advisory Groups will be as follows:  Health and Wellness Committee  Dual Immersion Advisory Committee</p>	<p>Program 204 Fund 01 - Resource 0000 - Object 1000 Unrestricted General Fund \$4,000</p> <p>Program 204 Fund 01 - Resource 0000 - Object 3000 Unrestricted General Fund \$1,000</p> <p>Program 400 Fund 01 - Resource 0000 - Object 1000 Unrestricted General Fund \$500</p> <p>Program 400 Fund 01 - Resource 0000 - Object 3000 Unrestricted General Fund \$500</p>	<p>No expenditures - part of regular staff responsibilities</p> <p>No expenditures - part of regular staff responsibilities</p> <p>No expenditures - part of regular staff responsibilities</p> <p>No expenditures - part of regular staff responsibilities</p>
<p>Continue to build membership within the Learning Challenges Committee.</p>	<p>No expenditures - part of regular staff responsibilities \$0</p>	<p>No expenditures - part of regular staff responsibilities</p>
<p>To decrease suspensions the District will:  Add suspension as a metric in school climate goals  Review suspension data monthly at Instructional Leadership Team meetings  Review and revise alternatives to suspension menu and train new administrators as needed (See Annual Update Goal 4)  Continue to provide training for site administrators and support staff to accurately enter office referrals and discipline data into PowerSchool (See Annual Update Goal 4)</p>	<p>No expenditures - part of regular staff responsibilities \$0</p>	<p>No expenditures - part of regular staff responsibilities</p>
<p>Use data collected from surveys to revise and refine IEP processes.</p>	<p>No expenditures - part of regular staff responsibilities \$0.00</p>	<p>No expenditures - part of regular staff responsibilities</p>
<p>Utilize data from the focus groups to improve Special Education processes and services.</p>	<p>No expenditures - part of regular staff responsibilities 0.00</p>	<p>No expenditures - part of regular staff responsibilities</p>
<p>Revise and refine welcome binders</p>	<p>No expenditures - part of regular staff responsibilities \$0.00</p>	<p>No expenditures - part of regular staff responsibilities</p>

<b>Planned Actions/Services</b>	<b>Budgeted Expenditures</b>	<b>Actual Expenditures</b>
Revise videos created in 2018-19 with a focus on those that showed the most parent engagement (See Annual Update Goal 4).	Program 620 Fund 01 - Resource 0000 - Object 5000 Unrestricted General Fund \$5,000	Program 620 Fund 01 - Resource 0000 - Object 5000 Unrestricted General Fund \$7,450
The District will continue to update the District and school websites. In 2019-20 the focus will be on middle schools and the District site.	Program 620 Fund 01 - Resource 0000 - Object 5000 Unrestricted General Fund \$16,000	Program 620 Fund 01 - Resource 0000 - Object 5000 Unrestricted General Fund \$12,420
The District will continue it's partnership with School Linked Services to offer services to strengthen individuals, families and systems by addressing needs and risks faced by children, youth, and families (See Annual Update Goal 4).	Program 302 Fund 01 - Resource 9552 - Object 4000 School Linked Services \$6,000 Program 302 Fund 01 - Resource 9552 - Object 5000 School Linked Services \$44,000	Program 302 Fund 01 - Resource 9552 - Object 4000 School Linked Services \$62,166 Program 302 Fund 01 - Resource 9552 - Object 5000 School Linked Services \$14,748
The District will continue it's partnership with School Linked Services to offer site specific services at Graham Middle School and Mariano Castro Elementary School to strengthen individuals, families and systems by addressing needs and risks faced by children, youth, and families (See Annual Update Goal 4).	Program 302 Fund 01 - Resource 9552 - Object 4000 School Linked Services \$6,000 Program 302 Fund 01 - Resource 9552 - Object 5000 School Linked Services 48,000	Program 302 Fund 01 - Resource 9552 - Object 4000 School Linked Services \$3,262 Program 302 Fund 01 - Resource 9552 - Object 5000 School Linked Services \$17,150
Maintain At Risk Supervisors at 4 schools (See Annual Update Goal 4)	Program 218 Fund 01 - Resource 9100 - Object 2000 Parcel Tax \$94,540 Program 218 Fund 01 - Resource 9100 - Object 3000 Parcel Tax \$52,381 Program 218 Fund 01 - Resource 0000 - Object 2000 Unrestricted General Fund \$118,553 Program 218 Fund 01 - Resource 0000 - Object 3000 Unrestricted General Fund \$65,422	Program 218 Fund 01 - Resource 9512 - Object 2000 Parcel Tax \$62,107 Program 218 Fund 01 - Resource 9100 - Object 3000 Parcel Tax \$53,036 Program 218 Fund 01 - Resource 0000 - Object 2000 Unrestricted General Fund \$118,553 Program 218 Fund 01 - Resource 0000 - Object 3000 Unrestricted General Fund \$73,691

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>To address the needs highlighted by our CA Dashboard indication of "Red" for Chronic Absenteeism for homeless students, the Mountain View Whisman School District will implement the following protocols to improve daily attendance of identified students:</p> <ol style="list-style-type: none"> <li>1. Principals and school and community engagement facilitators will be trained in the fall and spring by the district McKinney-Vento Liaison on identifying and supporting McKinney-Vento student and family needs, updated reporting outcomes, and any legislative updates or changes with school based requirements.</li> <li>2. The District has created a "homeless chronic absence" student information system data pull. This report will be used by principals and school and community engagement facilitators to monitor students' attendance regularly throughout the year.</li> <li>3. A monthly and trimester Chronic Absenteeism report will be reviewed and disseminated to schools by the Mckinney-Vento Liaison. Community engagement facilitators and principals will follow up with students and families to address needs hampering daily attendance. (See annual update Goal 4).</li> </ol>	<p>Program 252 Fund 01 - Resource 3010 - Object 2000 Title I \$12,577</p> <p>Program 252 Fund 01 - Resource 3010 - Object 3000 Title I \$3,970</p>	<p>Program 252 Fund 01 - Resource 3010 - Object 2000 Title I \$16,488</p> <p>Program 252 Fund 01 - Resource 3010 - Object 3000 Title I \$4,756</p>
<p>Sites will work with staff to develop an action for their site plan on improving communication with parents and students with a focus on academic progress (See annual update Goal 4).</p>	<p>Unknown at this time, dependent on plan and expenditures in school site plans.</p>	<p>No expenditures - part of regular staff responsibilities \$0</p>

## Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

MVWSD is committed to ensuring a safe, healthy, and respectful District and school environment to increase engagement, involvement, and satisfaction of students, staff, parents, and community members. Actions and services for this goal were generally implemented as planned.

The District was able to hold 7 of 9 Parent University sessions in 2019-20. The last two sessions were cancelled due to school closure. Additionally, the costs related to the programs that were held were less than anticipated. Since Parent University was funded out of Title 1, the District exercised the flexibility provided for federal funds and was able to carryover funds to the next fiscal year. The District used these carryover funds to provide additional actions/services at our only Title 1 elementary school in 2020-21.

Expenditures for actions and services in this goal that were funding through the District's Parcel tax were generally less than budgeted. The District's total revenue for the Parcel tax was \$29, 537 less than projected. Additionally, some of the funding remaining was redirected to cover the excess of salary and benefits for school office staff \$3,926 and the contract for services with the Community Health Awareness Council (CHAC) \$54,831. CHAC provides counseling services to MVWSD students.

Many other actions and services were implemented as planned although costs were less than budgeted. These unspent funds were redirected back to the District's general fund. These funds helped to increase the District's reserve level which in turn allowed MVWSD to provide additional actions and services for students during the 2020-21 school year.

Purchases in spring 2020 to support the needs related to school closure and potential school reopening were paid for using State and Federal COVID funds. The District did not have to reallocate funding from other areas. These purchases included personal protective equipment like face masks and face shields, sanitizing equipment including hand sanitizer, cleaning wipes, electrostatic sprayers and sanitizing cleaners, chromebooks so the district could expand it's 1:1 devices program and hotspots for students without stable internet access.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Actions and Services for this goal were generally implemented as planned although some were impacted or modified due to school closure in March 2020.

District sites took advantage of the partnership with Project Cornerstone both before and during school closure. Sites engaged in a variety of staff, student and parent programs.

All sites continued to have a climate goal and action plan in their single plan for student achievement. They also included a metric for attendance and suspensions. Site safety plans were updated and new supplies were purchased for emergency sheds.

The District again made strides in entering discipline data correctly and reduced the error rate from 28% to 15%. The District implemented a new incident management tool which includes templates for entering incidents which greatly help with the number of errors. This data only includes incidents entered between 8/19/19 and 2/13/20 due to school closure. School handbooks were not revised again due to the demands of school closure. The District has a webpage about attendance and sent reminders in newsletters about the importance of school attendance. Additionally, site leadership reviewed data, but the District's truancy rate decreased slightly from 13.2 to 12.9 although again this data is based on attendance between 8/19/19 and 2/13/20. The District has a goal of having each school have attendance rates of 97%. Based on data collected on February 14th (based on state guidance for P2 attendance reporting. The District had an attendance rate of 96.5%. Two school had attendance rates over 97% - Huff and Stevenson. Three schools had lower attendance rates Castro (95.41%), Theuerkauf (95.13%), and Vargus (95.9%).

Mountain View Parent University had 7 of 9 planned sessions. The last 2 sessions of the year were cancelled due to school closure. The District Public Information Officer always plays a key role in communicating with stakeholders and even more so when school closure happened in March 2021. She created clear communication about District plans for stakeholders. Parent involvement

markedly increased when schools closed in March. The Superintendent held Community Check-ins on May 8, May 12, May 19, May 20, May 22 and June 19 to discuss school closure and plans for reopening. The attendance at these meeting ranged from 25 - 900 people. Attendance at District English Learner Advisory Meetings and meetings of the Board of Trustees also increased. Stakeholders reported that it was much easier to participate in virtual meetings on Zoom as opposed to coming onto a school site. The District continued to distribute welcome binders.

The stakeholder survey (given before school closure in February 2020) results indicate parent and student respondents generally have a positive perception of their/their child's school environment. Roughly 90% percent of parent respondents agree that their child trusts teachers and staff, is safe at school, has friends at school, and is respected at school. Ninety-two percent of student respondents agree that they trust their teachers and 86% responded that they feel safe at school.

School and Community Engagement Facilitators (SCEF) are also an important part of helping the District reach this goal. Stakeholder survey results indicate that parent respondents express comfort participating in school activities and satisfaction with parent events and school organizations. Eighty-six percent of parent respondents indicate that their child's school encourages parental involvement and that they feel comfortable participating in school activities. Additionally, 70% (a decrease of 5% from the previous year's survey) of parents responded that School and Community Engagement Facilitators had encouraged their involvement in school events. Seventy-two percent of staff respondents agree that school and community engagement facilitators are effective in encouraging parent/guardian involvement at their school although this is an 11% decrease from the previous year's survey. School and Community Engagement Facilitators played an even more critical role in supporting students and families when school closed in March 2021. SCEFs worked directly with students and families to ensure they had access to technology including devices and internet as well as to community services and resources. Data collected by SCEFs during school closure helped the District design a better Distance learning plan for the 2020-21 school year.

The District continued to partner with School Linked Services. Many of the parent engagement activities planned were not able to be carried out in spring 2020, but with the flexibility granted in the use of SLS funding, the District was able to offset some of the costs of the technology purchases made to support students learning from home.

The District made more focused efforts in 2019-20 to support McKinney-Vento families especially in the area of Chronic Absenteeism. School and Community Engagement Facilitators and administrators were trained on how to support McKinney-Vento families more effectively and attendance data was regularly monitored. Additionally, when school closed in March 2020, the District increased the hours for out McKinney-Vento liaison who was able to provide much needed support to families in securing resources and services.

# Annual Update for the 2020–21 Learning Continuity and Attendance Plan

The following is the local educational agency's (LEA's) analysis of its 2020-21 Learning Continuity and Attendance Plan (Learning Continuity Plan).

## In-Person Instructional Offerings

### Actions Related to In-Person Instructional Offerings

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Purchase of cleaning and sanitizing supplies.	\$143,494	\$207,327	No
Purchase of PPE including masks and face shields as well as thermometers	\$462,745	\$557,564	No
Continuing to have an Instructional Coaching team to support teachers in providing rigorous and engaging instruction.	\$1,270,602	\$1,172,985	Yes

A description of any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions.

Actions listed to support in person learning were implemented as planned. Expenditures for purchasing of cleaning and sanitizing supplies as well as Personal Protective Equipment (PPE) increased especially as the District finalized plans for students to return to school in March. The District did have an Instructional Coaching team that provided support to all teachers in delivering effective instruction both during distance and in person learning. Expenditures were less than budgeted as the District was unable to hire a 0.5 FTE English Language Arts coach to support the middle schools.

### Analysis of In-Person Instructional Offerings

A description of the successes and challenges in implementing in-person instruction in the 2020-21 school year.

**Successes:**  
 Planning for in-person instruction has been extensive and based on stakeholder feedback. Multiple stakeholder meetings, thought exchanges, focus group meetings were conducted to gather input and feedback from staff, parents groups. Community feedback was also collected through Superintendent Community Check-ins held after every Board Meeting.

Meeting dates for stakeholder feedback are detailed below:  
 District English Learner Advisory Committee (DELAC): 8/19/20, 9/14/20, 10/19/ 20, 11/9/20, 1/11/21, 1/25/21, 2/8/21, 3/8/21

District Advisory Committee (DAC): 9/24/20, 10/6/20, 1/20/21

Parent and Staff Focus Groups: MVWSD held multiple focus groups for both elementary and middle schools totaling eight hours to collect as much qualitative feedback as possible within our Shelter in Place parameters and planning timeline. Meetings were held on: 5/26/20, 5/27/20, 6/2/20, 11/4/20, 2/10/21, 2/11/21

Community Check-in Meetings: 9/18/20, 10/2/20, 10/23/20, 11/20/20, 12/11/20, 1/22/21, 2/5/21, 3/5/21, 3/19/21, 4/2/21, 5/7/21, 5/21/21, 6/4/21

Reopening Task Force- This group, representing teachers, administrators and classified staff, met to vet ideas for reopening and share ideas and concerns on 6/5/20, 6/24/20, 8/6/20, 2/10/21, 2/26/21, 3/3/21

Staff Town Hall Meetings: 8/7/20, 9/25/20, 2/3/21, 3/10/21

Based on community and staff feedback as well as in anticipation of the spike in cases over Winter, MVWSD made a decision not to reopen schools in Oct/November. Even though MVWSD did not reopen schools, providing support to focus student groups was a priority. Beginning in late November, MVWSD identified Socio-economically Disadvantaged and McK-V students struggling with attendance they were offered district-sponsored Learning Support Pods. The Learning Support Pods operated as an academic support and childcare pod. Nearly 400 offers were made to families and parents were able to drop off their children at school to be supervised by our after-school childcare provider partners. All applicable health and safety guidelines were followed in the Learning Support Pods. Beyond the Bell (BTB), one of MVWSD's after school programs, also offered support pods for our elementary McKinney Vento students at the Title 1 school. Both the Learning Support Pods and the BTB Support Pods have been successful at providing in-person support and continuity of routine for focus student groups. Both programs were offered at no charge to families.

Under guidance from the County Department of Public Health (CDPH), MVWSD continued to plan and explore options for school reopening. There was ongoing communication with parents and staff to provide information on safety protocols being put in place for a safe staff and student return to school. MVWSD held Staff Town Hall meetings through the 2020-21 school year to keep staff informed and get input from staff on safe school reopening plans- 8/7/20, 9/25/20, 2/3/21, 3/10/21. A parent survey was sent out to seek parent choice for their student to finish the school year with either In-person/ Blended learning model or Distance Learning/ Connected learning model. Teachers were also surveyed to understand their interest and concerns about returning to in person instruction.. Teachers could participate in an interactive process to address concerns and make accommodations if needed. Based on the survey and interactive process results, each school site drafted detailed and thorough Site Reopening Plans which provided the community with extensive information on safety protocols put in place at their school site, daily schedules, drop-off and pick-up procedures, recess/lunch break procedures among other items.. A districtwide Return to Learn plan was drafted that provided the community with district wide processes and protocols for reopening including, but not limited to, COVID-19 related health protocols. The Return to Learn Plan also detailed the instructional program offerings, staff health screenings and other processes and procedures necessary to returning to in person instruction.

All through the school year, MVWSD offered families technology support for any device related or access issue. In addition, as MVWSD prepared for a safe return to school with in-person/ hybrid/ blended instruction, all teachers were provided with an iPad in addition to their district provided laptop. This additional device supported teachers as they delivered instruction to two simultaneous groups of students - "Roomies" and "Zoomies". Based on the parent survey results, almost all schools were able to offer 4 days of live

instruction to students with the Hybrid/ Blended model. Extensive professional development was provided to teachers in Hybrid Instructional delivery. Staff members from the District's Education Services department and the District Technology TOSA trained the site administrators and coaches and they in turn trained the teachers on site. Multiple opportunities of differentiated professional development was provided to teachers on the Hybrid/ Blended instructional delivery model using multiple devices. Multiple Parent Coffees were held at the site level and from the MVWSD Superintendent's office a to share details of the Return to Learn plan, Site Reopening Plans, Instructional Delivery models, safety protocols in place, and other important topics related to reopening for in person instruction.

MVWSD followed a phased approach to student return as detailed below. The phased approach allowed for students and staff to adjust to new school return processes and protocols.

March 19, 2021: Phase 1 - PreK, TK, K - 2nd Grade, SAI/SDC

March 29, 2021: Phase 2 - 3rd-5th, 7th Grade

April 5, 2021: Phase 3 - 8th Grade

Through this year of COVID-19 there has been increased collaboration and calibration between school sites and staff within sites for alignment of expectations and practices for a smooth transition and safe return to school. All of our students across all grade levels are back at school as of April 5, 2021, if they chose the Blended or in-person/ hybrid instructional model.

Some challenges that have been experienced through the way are detailed below:

Availability of substitute teachers continues to be a challenge. Many of the substitute teachers that were available to work pre-COVID 19, are opting to come back for the in-person instructional model. There is also a lack of yard duty supervision at school sites as people are hesitant to take up the positions posted due to medical, safety, and/or personal/family reasons.

From the instructional delivery and classroom management aspect, managing two simultaneous groups of students - in-person ("Roomies") and at home ("Zoomies") is a challenge that has been expressed by teachers. Another challenge that MVWSD faced as we prepared for in-person instruction was the reluctance of staff - certificated and classified - to return back in-person for various reasons mentioned above such as medical, safety, personal or family situations.

MVWSD sought community input through multiple platforms but suggestions and advocacy varied across the spectrum with some stakeholders wanting in-person instruction and some community stakeholders more in favor of continued distance learning. From the Special Education lens, some students required transportation to school campus while being in pods and due to COVID-19 social distancing protocols, transportation was limited to only a few students. A few special education teachers and staff expressed health and safety concerns as they supported students who would not wear a mask through the day.

As MVWSD was planning for in-person instruction, a challenge that almost all elementary school sites faced was that some of their students had to be placed with a new teacher in order to maintain the cohort maximum class size. The students had a new teacher for the last few months of the school year.



Like many districts in Santa Clara County, another challenge was the uncertainty around CAASPP Spring administration flexibility waiver. With no clear guidance in February from the California Department of Education on the waiver allowing districts to use local assessments to measure student learning in lieu of CAASPP, MVWSD had to plan to reopen schools in phases based on CAASPP assessment window and thus giving staff/students, time to adjust to their new environments before taking the end of year CAASPP assessments.

# Distance Learning Program

## Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Continue to have School and Community Engagement Facilitators to support students and families	\$860,566	\$839,842	Yes
Continue to have At Risk Supervisors at the District's schools with the highest number of target students	\$396,990	\$536,112	Yes
Purchase of Chromebooks for every student in MVWSD	\$1,585,218	\$500,000	No
Purchase of hotspots for students without reliable internet	\$48,128	\$36,649	Yes
iPads for every teacher to assist in creating a digital whiteboard for students	\$55,158	\$63,022	No
Purchase of apps to support teachers and students with Distance Learning - Kami app and Squidnotes	\$25,500	\$25,500	No
Purchased digital components to textbook adoptions	\$92,005	\$64,303	No
Hiring of two additional Technology Support Technicians to help with chromebook troubleshooting and repair	\$141,730	\$170,525	No
Hiring of 6 teachers for the virtual teaching team that will provide asynchronous lessons for students when the District enters Blended/hybrid learning.	\$622,610	\$481,884	No
District Technology Coach	\$107,518	\$119,830	No
Hiring of a District Equity Coach	\$145,738	\$149,571	No
Noon duties repurposed to serve Grab and Go meals during distance learning at all school sites	\$207,380	\$306,014	No

A description of any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions.

Actions and services related to Distance learning were implemented as planned with a few modifications. The District continued to have School and Community Engagement Facilitators (SCEF) at all sites to support students and families. SCEFs played critical roles

in communicating with students and families to problem solve issues like internet access and attendance and participation in learning. They also supported families in getting needed resources during the pandemic. One SCEF was unable to complete the school year resulting in estimated actuals being less than budgeted. Additionally, At Risk Supervisors also supported students and families at the district's neediest sites. The District opted to add additional At Risk Supervisors to two schools resulting in additional expenditures.

Additional actions with differences between budgeted expenditures and estimated actuals include the following:

**Purchase of Chromebooks:** Lessons learned from school closure in March 2021, prompted the District to move from 1:1 devices at grades 6-8 to 1:1 PreK-8. The budgeted amount includes funds that were spent in both 2019-20 and 2020-21. The estimated actual is the amount spent in the 2020-21 school year.

**Purchase of hotspots:** The district was unable to purchase as many hotspots as planned due to lack of supply.

**ipads for every teacher:** The district purchased ipads for all teachers and added coaches, administrators and preschool students so the costs exceeded the budgeted amount.

**Digital components for textbook adoptions:** The cost of the digital components was less than budgeted

**Hiring of additional Technology Support Technicians:** The District did hire two additional technicians to support the District's PreK-8 1:1 program. Salary and benefit costs were more than budgeted.

**Six teachers for Virtual Teaching Team:** Costs for this action were less than budgeted as the district was only able to hire 4 teachers to fill this role. These 4 teachers created lessons to support teachers at both middle schools.

**District Technology Coach:** The District had a full time Technology coach. Salary and benefit costs were more than budgeted.

**District Equity Coach:** The District had a full time Equity Coach. Salary and benefit costs were more than budgeted.

**Noon Duties:** The District repurposed Noon Duties from August 2020 - March 2021 during distance learning to help with lunch and materials distribution and to provide general office support. The District hired additional staff during this time in anticipation of reopening school in March 2021.

## **Analysis of the Distance Learning Program**

A description of the successes and challenges in implementing each of the following elements of the distance learning program in the 2020-21 school year, as applicable: Continuity of Instruction, Access to Devices and Connectivity, Pupil Participation and Progress, Distance Learning Professional Development, Staff Roles and Responsibilities, and Support for Pupils with Unique Needs.

Mountain View Whisman School District's distance learning program can be best described as a robust learning program designed to support students' needs as best as possible. When other neighboring districts around the County were looking at a modified day, MVWSD students' instructional day was close to mirroring a pre-COVID, in-person instructional day.

**Continuity of Instruction:**

**Successes -** Lessons learned from school closure in March helped design a robust distance learning instructional program for all MVWSD students. Students were provided access to Response to Instruction (RTI) as well as STEAM at the elementary levels.

Google Classroom was used as the consistent Learning Management System across the district and Zoom (with its various features

such as breakout rooms and chat) was used for instructional delivery during distance learning. Students in grades TK - 2nd grade were also provided Seesaw as a platform to access and turn in assignments. MVWSD invested in purchasing online portions of the district adopted curriculum such as Eureka Math, Benchmark Advance, Adelante and TCI for Social Studies and Science.

Ongoing professional development was provided to teachers beginning in August (before the start of the school year) and throughout the school year for student engagement strategies, curriculum implementation features, Google Classroom, Zoom features, English Language Development strategies in distance learning, etc. A Teacher Professional Development Portal (Teacher PD Portal) was developed to house all the training that teachers were provided so they can reference them back as needed. Teachers provided weekly detailed feedback to students for ELA and Math (at elementary schools) and for all content areas at middle school levels. High engagement was observed through the year across the district, even over distance learning. MVWSD successfully administered virtual assessments each trimester using iReady Diagnostics assessments, Literably, and District Writing benchmarks. A virtual assessment protocol was developed that provided clear guidelines for test administration. Student devices were monitored by teachers using Securly Device Management to ensure validity of diagnostic assessments. iReady Diagnostic Assessments for Reading show an overall improvement with students on or above grade level from 57% in Diagnostic 1 (August 2020) to 64% on Diagnostic 2 (December 2020). All student subgroups also made progress from Diagnostic 1 to Diagnostic 2 in Reading. iReady Math Diagnostic Assessments show an overall improvement in students at or above grade level from 48% in Diagnostic 1 (August 2020) to 58% on Diagnostic 2 (December 2020). Although not all student subgroups made growth from Diagnostic 1 to Diagnostic 2 in Math.

In an effort to keep instruction as close as possible to a “typical school year”, The District continued to offer Response to Instruction and STEAM classes each week. English Language Learners were provided designated and integrated ELD across all grade levels. At the middle school level, all students were given an elective wheel as part of the school day and additional, optional virtual electives were offered after school.

At the elementary school level, Music, Art, and PE continued to be offered over virtual platforms. All school sites also had Instructional Coaching support for teachers with either a full time or a shared coach. A district wide Technology TOSA was also hired to support the distance learning and instructional technology initiatives across the district. The Tech TOSA conducted regular teacher technology training throughout the year as well as support sessions for teachers across the district. The District also hired two additional Technology Support staff to help with any tech issues that may arise for students, families, or staff.

Attendance and participation were monitored in accordance with SB98 requirements and a thorough re-engagement plan was developed for supporting students and families that may not be engaged in school during Distance Learning. School and Community Engagement Facilitators worked with students and families to support engagement and participation in distance learning. Based on contact logs, between August and October, we estimate that over 50% of families had received some level of personalized support from staff.. Many parent engagement workshops such as Reading Strategies, Math Strategies were offered at both district and site level.

Even though our District has a leveled and thorough re-engagement plan, a need for additional support for families would come up to ensure consistent attendance and participation for students. There were challenges in providing services to special education students

over virtual platforms and modifications had to be made by service providers. Similarly, supports for English Language Learners, who benefit most from in-person instruction with their teacher, had to be adapted so designated and integrated ELD could be more effectively provided. The STEAM teachers who use many hands-on experiments for their science lesson delivery were limited in providing hands-on experiences due to the virtual platform.

Even with the professional development that was provided to teachers on using the various technology platforms including Google Classroom and Zoom it was a learning curve for some teachers who were not very comfortable with technology although proficiency increased over time. Staff also recognized that the level of support that can be provided to students over virtual platforms is not similar to the supports that can be provided with in-person instruction. For example, small group instruction is much easier to implement in person than in breakout rooms. This was particularly seen with younger students as they needed more assistance from the teacher and with English Learners where teachers found it difficult to replicate many student engagement best practices to elicit student responses over a virtual platform. Another challenge faced by MVWSD was that we could not fill all our virtual support teacher positions to provide video lesson support to teachers. - only 4 out of 6 positions were filled so the virtual team focused on providing lessons for middle school teachers.

#### Access to Devices and Connectivity:

All students in PK-8th Grade at MVWSD were provided a District chromebook or ipad as a part of the one-to-one device deployment for the 2020-21 school year. Additionally, more than 250 wireless hotspots were distributed to families and the District installed wireless access points in all school parking lots to give families another option for accessing a stable internet connection. All preschool students enrolled in the MVWSD were provided an iPad for distance learning as well as access to the Square Panda learning platform.

To deal with technology issues including equipment malfunctions or lost or broken parts, MVWSD's Technology Department provides support to families and staff. The technology department hired two additional technicians. In person and online support is available from 7:30 - 4 pm daily. . The metrics for technology requests supported from August 2020 to March 2021 shows that 97.9% of the 4,234 tech requests were supported and closed by the MVWSD Technology Department.

MVWSD also started the Citizens Broadband Radio service (CBRS) wireless network roll-out to provide larger scale access to the community. The CBRS network provides coverage over a larger area than traditional wifi. Extending the District network and allowing families to connect to the District network from their home.

MVWSD also purchased digital textbooks for district adopted curriculum as well district wide licences for many digital platforms to support distance learning such as Seesaw, Kami, Squidnotes, etc. All teachers were provided a district laptop and an iPad for instructional delivery.

Challenges faced by the District included lack of hotspots for families as well as equipment malfunctions with the Internet hotspots or with devices that needed to be solved by our technology staff. Families were not always able to access technology support immediately.

Our School and Community Engagement Facilitators along with the Technology Support staff worked with families to set up devices and troubleshoot issues. Even with extensive and differentiated professional development provided to teachers, managing multiple devices for instructional delivery is still challenging especially as the District moved from full distance learning to simultaneous/hybrid instruction.

#### Pupil Participation and Progress:

Pupil participation was tracked using our weekly engagement records in our student information system - Powerschool. New attendance and participation codes were developed in compliance with SB98 requirements and teachers as well as other staff members were provided extensive training on attendance and participation recording procedures. High engagement (about 95%) was observed through the year across the district, even during distance learning. When engagement data was broken down by student subgroups, Reclassified students had the highest engagement. Our district developed and trained all staff- especially our School and Community Engagement Facilitators (SCEFs) and At-Risk Intervention Supervisors (ARISes)-on how to interpret and use the student Re-Engagement Plan as set out in the LCP at the beginning of the year. Each school devised anticipatory intervention and support procedures to best support their specific students and families who did not meet attendance or participation requirements.

Student progress is monitored using our Schoolcity data management platform as well as iReady Diagnostic assessment reports and/or iReady lesson progress trackers. All students in grades 1-5 and EL students in grades 6-8 also take the Literably reading assessments to monitor reading fluency and comprehension each trimester. Teachers provide weekly detailed feedback to students for ELA and Math (at elementary schools) and for all content areas at middle school levels in google classroom. Teachers provided feedback to students orally as well as written feedback through Google Classroom (3rd-8th) and on Seesaw (TK-2nd). Students submit their completed assignments on either Google Classroom or Seesaw and teachers provide written feedback on student assignments and give them a grade accordingly on the platform. Ongoing oral feedback was provided during whole class or small groups discussions over Zoom meetings. During distance learning, students were offered both synchronous and asynchronous learning opportunities. Monday, Tuesday, Thursday and Friday were dedicated to synchronous learning. During synchronous learning time, teachers provided whole group, small group or one-on-one instruction. Teachers were able to work with students in small groups or one-o-one using the breakout room feature over the Zoom platform. Teachers went in and out of rooms to monitor students and provide support. Students also used the various Zoom features such as chat, whiteboard, or screen sharing to engage with classmates and their teacher. Wednesdays were full asynchronous learning days for students while teachers participated in professional development, staff meetings and planning for the upcoming week.

Parent-Teacher Conferences were conducted virtually this year due to safety and health requirements. School sites received positive feedback from parents who appreciated the flexibility of virtual conferences and meeting their child's teacher from any location. Schools also reported having more parent participation in Virtual Parent Teacher Conferences than previous years when in-person conferences were held.

Learning Support Pods were offered for low income, McKinney-Vento, students with special needs, who were identified as struggling with attendance. These support pods operated as academic support and childcare combined into one. Additionally, the Learning

Support Pods were available for our students with Individualized Education Plans (IEPs) as well as students with 504 Plans. By November 2020, 59 students with special needs were invited to attend the Learning Support Pod. Most of the students with special needs that joined the Learning Support Pods had adult one-to-one support. Additional invites were sent to identified students in December and 4 additional students with special needs joined the Learning Support Pods.

The District created a very robust distance learning plan that mirrored a typical school day. Feedback gathered from Community check-ins, focus group meetings, and surveys indicated that some parents felt that there was too much screen time for their children over the course of the day. It was challenging for the District to meet the balance the needs of students and families and the state mandated requirements for distance learning. . While some students thrived in a virtual learning environment, some families (including students with special needs) opted to home school their students or send them to private schools due to the amount of screen time among other reasons. McKinney-Vento families struggled with connectivity issues, device set-up challenges, as well as electricity to charge their chromebooks. Another challenge faced by our Preschool, Transitional Kindergarten, Kindergarten teachers was keeping their young students engaged in activities for an extended amount of time over virtual learning platforms.

Distance Learning Professional Development:

Professional development enables educators to develop the knowledge and skills they need to address students' needs. This year, in particular, professional development was a key component in creating a robust Distance Learning plan. In August 2020, all site leaders and teachers across the district were provided with extensive training. Training included the following topics:

Health and safety guidelines

Distance Learning Expectations

Moving beyond the Fundamentals of Google Classroom (K-5) including accessing google classroom, setting up google classroom, adding students and guardians, creating assignments, assigning and collecting student work, providing feedback online

SeeSaw 101 (TK-2) including introduction to Seesaw, creating activities, getting families started, remote learning on Seesaw, posting student work, beyondBasics - providing student feedback, announcements

Training students and families on accessing Distance Learning classrooms and platforms

Protocols and Tips for Assessing Virtually

Using Zoom for small group instruction

Using technology with young students

Creating my Classroom Dashboard- Expectations, Feedback, Grading

All training sessions were recorded and linked to the District's Training Portal. All trainings in the portal are grouped by teachers, students and parents and many are translated into Spanish. All staff has access to this portal and it is updated regularly.

Site leaders and Instructional coaches continued to provide professional development to the teachers over the course of the school year. Sites had dedicated time on Wednesdays for professional development and optional, compensated sessions were offered after the school day. Topics included:

Enhancing student engagement

Using technology tools for instruction,

Using data for student support  
Bridging learning gaps  
Building Academic vocabulary  
Integrating STEM across content areas  
Using multiple devices for instructional delivery,  
Implementing Integrated and designated ELD strategies

Site Leaders and Instructional Coaches also attended multiple webinars/ training conducted by Doug Fisher for student support strategies across different instructional platforms.

In January 2021, in anticipation of reopening schools and teachers needing to teach simultaneously to Zoomies and Roomies, a full day was dedicated to professional development with follow up sessions on Wednesdays.

Our Technology TOSA provided extensive tech related support to teachers district wide through the year. Along with one-on-one teacher support and How-to videos, she hosted weekly Tech Hour for teacher support. Teachers could come in to ask tech questions or learn new tools and tips during that time. The Tech TOSA also sent monthly Tech Newsletters with training videos and shared technology tips via “Tech Tips Tuesday” for teachers to use. Technology related professional development was also offered bi-monthly through PD30 sessions (30-minute PD sessions).

MVWSD did encounter some challenges in delivering professional development for distance learning. While multiple professional development opportunities were offered to teachers after school and were compensated, these sessions were not as well attended. Additionally, hands-on training for STEAM teachers was not easily replicated as effectively over virtual platforms such as Google Meet or Zoom. Another challenge we encountered this year was that diversity in technology knowledge of staff. The learning curve for technology tools was steeper for some as compared to others. This became more evident as the District began training staff to do simultaneous/hybrid instruction. Also, there was some frustration at the beginning when teachers tried to adapt activities and lessons that they used in the regular classroom and they were not as effective when delivered virtually.

**Staff Roles and Responsibilities:** One of the challenges that emerged with the implementation of distance learning was the need for additional support either in the classroom virtual environment (especially for younger students) and the need for support for our families. Our School and Community Engagement Facilitators and At-Risk Supervisors have played key roles this year. They have worked with students and families on a variety of issues including technology support, student engagement and participation and connection to community resources. Having the additional Technology Support technicians has been very beneficial for providing technology support for staff, students, and families. The technology department is available for onsite and online support everyday from 7:30 - 4pm.

The middle school Virtual Teacher Team has been making video lessons that teachers use to supplement their content area teaching. This has allowed teachers to focus more on daily instruction and interactions with students and less time planning or looking for



supplemental resources. At the beginning of the year, we were able to repurpose our bus drivers to help set up student chromebooks along with the Technology Department team as the District moved to become a 1:1 device District Pk-8 instead of 6-8. Having additional support really helped speed up the setup process for student chromebook deployment and enabled the District to implement a full day Distance learning program. MVWSD also hired a Technology TOSA to help with teacher technology support and a Health and Wellness Coordinator was hired to support Social-Emotional implementation districtwide. Our District also hired an additional Communications Specialist to support communication needs.

Some challenges included the inability to hire teachers for the elementary teaching team. We were able to fill Middle School Virtual Teacher Team positions for content area support. Availability of substitute teachers continues to be a challenge. Many of the substitute teachers that were available to work pre-COVID 19, are not opting to come back for the in-person instructional model and some were not comfortable in a virtual environment. There is also a lack of yard duty supervision at some school sites as people are hesitant to take up the positions posted due to medical, safety, and/or personal/family reasons. Another challenge that was faced by our district was repurposing some classified roles. For example, bus drivers' role could not be duplicated during virtual school so they had to be repurposed to serve other needs like setting up chromebooks. Yard supervisors were also repurposed to support sites with tasks like materials distribution.

Supports for Pupils with unique needs, including English Learners, pupils with exceptional needs served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness:

MVWSD continued to provide designated and integrated English Language Development (ELD) for English Learners (ELs) during distance learning. Synchronous lessons included integrated ELD strategies including content and language objectives, frequent checks for understanding, explicit vocabulary instruction, and ample student interaction using academic language. ELD was expected to be taught synchronously 4 days per week in small groups. ELD walkthroughs were conducted over virtual platforms and coaching was provided to principals and teachers. Additionally, teachers received access to and support with curriculum materials and professional development. Professional Development included a series of ELD trainings aimed at increasing teachers' ability to meet student language development needs during virtual instruction as well as specific training for middle school teachers on adapting the curriculum to work in a virtual setting. In addition, Newcomer ELs continued to use specialized instructional programs including Imagine Learning and had access to translated curriculum online.

For targeted students groups such as students with Individualized Education Plans (IEP), English Learners (EL), Socio-economically disadvantaged (SED), and McKinney-Vento students (McK-V), steps were taken by staff including SCEFs, At Risk Supervisors and the District McKinney Vento liaison to ensure that support services were provided. Services outlined in Individualized Education Programs were delivered virtually. Students who were identified as struggling with attendance, including English Learners, students with disabilities or 504s, McKinney-Vento, and others were offered district-sponsored Learning Support Pods that operated as academic support and childcare combined into one. Parents who accepted the nearly 400 offers made were able to drop off their children at school to be supervised by our after-school childcare provider partners following all applicable health and safety guidelines at no cost to the family..

Challenges in supporting students with unique needs included finding student engagement and classroom management strategies that were effective in a virtual setting. Additionally, finding ways to engage students in accountable talk over a virtual environment was difficult. Delays and difficulties due to limited technology skills for both staff and families at times created issues for students accessing instruction and services. Newcomer family support was more challenging in the virtual environment, as families and staff had to navigate multiple barriers extending beyond language and culture. For teachers, instructional delivery took extensive planning and forethought as they had to adapt the lessons for virtual platforms and rethink student engagement strategies.

# Pupil Learning Loss

## Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Continue to have an Responsive to Instruction Teaching Team that enables students to receive small group intervention or enrichment based on data and identified needs.	\$1,686,137	\$1,749,456	Yes
Allocation of additional fund to sites to support English Learners, Socio-economically Disadvantaged students, and Foster Youth (Targeted Student Support Program)	\$382,200	\$143,088	Yes
Costs related to extending the Beyond the Bell program at Castro School to provide targeted McKinney-Vento students with access to a consistent place for learning and support during Distance Learning.	\$100,000	\$115,000	Yes

A description of any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions.

The District continued to have a Response to Instruction Teaching Team. This team focuses on providing STEAM instruction to students and allows teachers to provide intervention or enrichment lessons to students in small groups. Instruction was provided virtually in 2020-21. Salary and benefits were more than budgeted.

The District allocated funds to sites to support target students including English Learners Socio-economically Disadvantaged students and Foster Youth. Expenditures were less than budgeted as schools were in distance learning until March 19, 2021.

The District opened an in-person Beyond the Bell program for McKinney-Vento students so they could have access to stable internet and support during the school day. The program opened in September and continues to operate even during school reopening. The District contributed an additional \$115,000 to this program as the grant for Beyond the Bell did not cover all costs associated with the program.

## Analysis of Pupil Learning Loss

A description of the successes and challenges in addressing Pupil Learning Loss in the 2020-21 school year and an analysis of the effectiveness of the efforts to address Pupil Learning Loss to date.

### Successes

Mountain View Whisman School District primarily used a prevention approach to address anticipated Pupil Learning Loss during the 2020-21 school year. All efforts were made to maintain or improve the level of instruction and supports available to the general student population. These efforts are documented in the previous sections on distance learning supports and in-person learning supports. Any scheduling or designated set-aside time for programs such as English Language Development (ELD) or Response to Instruction (RTI) was aimed to reproduce and/or enhance the experience during a typical year.

For targeted students groups such as students with Individualized Education Plans (IEP), English Learners (EL), Socio-economically disadvantaged (SED), and McKinney-Vento students (McK-V), additional scrutiny and steps were taken to ensure that services began on day one, just like all general supports.

For students with IEPs, IEP meetings were conducted virtually with families. Co-teaching at the middle schools continued and students received small group instruction to support reading and math. Additional support at the middle schools was provided through an additional period for students who required educational support services. Emergency closure plans were implemented for students with IEPs. Printed work was delivered to families whose students were not able to access virtual learning. When students struggled with virtual learning, meetings were held with families to create learning plans that would allow students to continue making progress. Training sessions were offered to parents to support their children in accessing virtual learning. In order to collect the most accurate and reliable assessment data for students with IEPs or students in the IEP development process, official assessments were conducted in person after the first trimester.

For ELs, both designated and integrated English Language Development continued, supported by principal and district staff training and feedback. Teachers received access to and support with curriculum materials and professional development in various forms, including a series of ELD trainings aimed at generally increasing teachers' ability to meet specific needs during virtual instruction as well as specific trainings for middle school teachers on adapting the curriculum to work in a virtual setting. All ELs received the same commitment of weekly instruction for Designated ELD. In addition, Newcomer ELs continued to use specialized instructional programs to meet their specific needs while SCEFs, teachers, and principals worked with families to further bolster English language skills. Beginning in late November, while we were still in 100% distance learning, SED, McK-V, English Learner, students with special needs who were identified as struggling with attendance were offered district-sponsored Learning Support Pods that operated as academic support and childcare combined into one. Parents who accepted the nearly 400 offers made were able to drop off their children at school to be supervised by our after-school childcare provider partners following all applicable health and safety guidelines at no cost to them.

### Challenges

In general, our special educators had difficulty supporting individual student needs in a virtual environment compared to an in-person one. Not all Special Education services could be rendered successfully through virtual learning. Specifically, physical therapy and occupational therapy were affected since students need physical touch to understand the correct movements. Assessments were not able to be completed for initial and triennial IEPs during the first six months of the pandemic. The number of students referred for a speech and language assessment in 2020-21 was significantly lower than in past years. Additional time is still needed to identify and address the specific learning loss of students who did not attend regularly despite re-engagement efforts.

Student active participation in ELD classes, especially in the speaking and listening domains, was observed to be lower compared to in-person participation. Teachers found it difficult to replicate many classroom management best practices to compel students to engage in accountable talk in a virtual environment. The same applies to the ability to collect accurate student assessment data to inform future teaching. Delays and difficulties due to low technological know-how for both staff and families exacerbated the issues, much the same situation as across the district as a whole. Newcomer family support was also much more challenging in the virtual environment, as families and staff had to cross multiple barriers beyond the linguistic and cultural.

While almost 400 invitations were issued for the Learning Support Pods, the maximum enrollment at any given time remained in the 160-180 student range due to a variety of factors including the changing public health situation, instances of required quarantine due to exposure, change in family comfort level and preferences, concern over the quality of supervision, and other individual complications.

## Analysis of Mental Health and Social and Emotional Well-Being

A description of the successes and challenges in monitoring and supporting mental health and social and emotional well-being in the 2020-21 school year.

### Successes

During the pandemic, students continued to receive counseling support from our community health partners, the Community Health Awareness Council (CHAC) and Uplift Family Services via telehealth. Approximately 250 referrals for counseling have been submitted to CHAC, Uplift, and our school counselors in 2020-21. Currently, CHAC is at or near capacity in our school district and Uplift referrals are continuing to be received for Prevention and Early Intervention Services.

For families, we offered multiple online events such as two Parent University sessions that were focused on mental health and an upcoming series on wellness and meditation. A staff Clinical Therapist (who usually works with students with IEPs) provided teachers process groups in Fall 2020 upon return to distance learning. Across the district, teaching staff conducted morning and afternoon student check-ins to monitor student-well behind.

A Health and Wellness coordinator was hired to coordinate the district's efforts to support all stakeholders' mental health and social emotional well-being. The coordinator has provided training for principals on teacher support and meets with them regularly. She has also collaborated regularly with school counselors, interns, and therapists to address uniform practices and resources across the middle schools.

Social Emotional Learning (SEL) lessons have been provided for elementary and middle school students and supplemental lessons were added in Spring 2021 for all students. Harm and Threat Risk assessments continued to be completed by school psychologists, counselors, and an ERMHS therapist (for students with IEPs).

### Challenges

Protective factors, including social supports, that would normally be present with in-person school were not sufficiently met by video conferencing. Thus, some students' cases had to be supported in a higher level of care such as clinical providers, first responders, or hospitals.

School-based telehealth was not always sufficient to care for the emerging mental health needs due to the impact of the pandemic. Many students who needed care and who had scheduled care failed to show up to telehealth appointments. The efficacy of programs to impact student improvement has been difficult to assess due to a lack of clear data points other than referrals.

## Analysis of Pupil and Family Engagement and Outreach

A description of the successes and challenges in implementing pupil and family engagement and outreach in the 2020-21 school year.

### Successes

To prepare for the start of the school year, our district developed and trained all staff-- especially our School and Community Engagement Facilitators (SCEFs) and At-Risk Intervention Supervisors (ARISes)--on how to interpret and use the student Re-Engagement Plan as set out in the LCP. Each school office devised anticipatory intervention and support procedures for students and families who had trouble meeting attendance requirements, whether it was technical, social-emotional, habitual, or cultural.

In June and July 2020, in anticipation of the technical needs of families to adapt to distance learning, the district prepared and posted short instructional videos to help families navigate technological tools, curated and shared best practices for setting up distance learning at home, distributed over 200 additional wireless hotspots, and facilitated a Parent University (parent education) live zoom session to demonstrate the various resources available and solicit questions from the parent community.

Site staff were also provided tools and training to support the official Re-Engagement plan for any students who fell below the 60% attendance and participation threshold. This plan included four tiers of support that included increasingly formal intervention requirements (phone calls, text messages, emails, and socially-distanced home visits) which the SCEFs and principals were responsible for implementing and tracking. In August and September, approximately 3.5% of the student population required some sort of official Re-Engagement intervention. By October, that percentage had decreased to approximately 1.5%. Between October 2020 and March 2021, the percentage has ranged from 0.5% to 1.5%. The official overall average daily attendance has remained approximately 95% for the whole year.

In addition to official Re-Engagement efforts, SCEFs, ARISes, principals, teachers, and other support staff contacted families to support with various issues that came up day to day. Based on contact logs, between August and October, we estimate that over 50% of families had received some level of personalized support from staff.

Other varied successful outreach efforts included (but were not limited to) monthly Parent University sessions on topics such as how to support children with reading and math at home, raising digitally resilient children, and accessing mental health resources; family-support topics during regular ELAC and DELAC meetings; McKinney-Vento student support via personalized outreach by a district liaison; regular Community Check Ins and Cafecitos hosted by the superintendent; and food pantry and materials distribution events at various school sites. One unexpected benefit of virtual parent engagement events was increased participation due to eliminated travel times and need for childcare.

### Challenges

Providing for the needs of our most socio-economically disadvantaged families has been a constant challenge throughout this school year. The pandemic laid bare the inequities that we had known were there but now were no longer masked by the general prosperity

of a healthy, functional society at large. The most obvious challenge was the inability of staff to talk with families and students in person or make indoor home visits.

Another challenge was the lack of consistent internet among a significant segment of our families. Although stopgap measures such as the procurement and distribution of wireless hotspots and Chromebooks began last spring, many families continued to experience challenges, such as lack of ability to pay for high speed internet, living in apartment buildings with obsolete internet infrastructure, living situations that taxed existing bandwidth, lack of knowledge, and insufficient numbers of hotspots due to haphazard initial distribution. Furthermore, our district technology department, even with the hiring of two additional technicians and other support departments were now asked to both troubleshoot and maintain staff equipment as well as at-home equipment.

Attendance data collection also caused some challenges at the start of the school year. A mandated change two weeks into the school year led us to revamp district attendance procedures, which led to some delays in clarifying to staff how to enact the official Re-Engagement protocol. Additionally, Tier 4 support for the most serious attendance and engagement cases were not backed by local law enforcement policies due to the uneven effect of the pandemic, thus leading to some students not being successfully re-engaged.

## **Analysis of School Nutrition**

A description of the successes and challenges in providing school nutrition in the 2020-21 school year.

During the 2020-21 year free meals were offered to all children in Mountain View. Meals were available for pick-up daily at all school sites in addition to families having the opportunity to pick-up multiple meals in one day on Monday and Friday. A challenge Child Nutrition faced in sourcing food for meals was that vendors went out of business which caused menu changes and increased cost. Additionally, availability of products and fewer deliveries were a challenge that Child Nutrition needed to manage by doing menu substitutions.

During distance learning participation dropped to less than 10% of students. Once in person instruction began in April participation increased to above pre-covid participation. The District is currently serving 75% of all students.



# Additional Actions and Plan Requirements

## Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Mental Health and Social and Emotional Well-Being	Health and Wellness Coordinator	\$194,708	\$135,380	No
Pupil Engagement and Outreach	Communication Specialist	\$98,520	\$44,704	No

A description of any substantive differences between the planned actions and budgeted expenditures for the additional plan requirements and what was implemented and expended on the actions.

Additional actions were implemented as planned. Costs related to salary and benefits for both positions were less than budgeted.

## Overall Analysis

An explanation of how lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.

Lessons Learned:

As MVWSD finishes the 2020-21 school year, lessons from offering multiple modes of learning: distance, hybrid, and in-person instruction have led us to create an LCAP that focuses on access and equity, social emotional health and well-being, inclusivity, and equitable allocation of resources.

When schools closed, the District had to shift to providing everything online including instruction, meetings, counseling, and everything in between. In the past we placed value on doing almost everything in person. We quickly learned that we were operating on unquestioned assumptions. The past year has taught us that while some things are done much better in person, others might be better done virtually, and still others done better using a combination of both. For example, this year we have gotten better turnout for Board of Trustee meetings, District English Learner Advisory meetings, parent teacher conferences, and various other staff and parent engagement events. Feedback has been that parents and stakeholders find it easier to participate when there is a virtual option. Virtual options eliminate the need for childcare and transportation. Providing these types of options and questioning our assumptions have guided the development of our LCAP where we will have a goal that supports an inclusive and welcoming culture.

The need for ongoing social emotional support and programs in our District was intensified during school closure. While the District hired a Health and Wellness Coordinator in December 2020 and steps forward have been taken in this area, the long lasting impact of the pandemic has not yet revealed itself. MVWSD has a LCAP goal dedicated to student social emotional learning and health. Equitable resource distribution was a challenge during the 2020-21 school year. While the District purchased 1:1 devices for all students, wireless hotspots for students who needed them, and set up materials and food distribution, it did not anticipate all needs. For example, one hotspot for a family of three was not enough. Not all students, families and teachers are comfortable using technology. Not everyone has a quiet place to learn at home. Not everyone has access to transportation to pick up food daily or instructional materials monthly. The 2021-21 LCAP has a goal dedicated to equitable distribution of resources to support student success, influenced by our experiences in 2020-21.

School closure and distance learning unmasked the inequities in our community, especially the daily challenges faced by our low income families. Goals, actions, and services in our LCAP will focus on eliminating inequitable practices and systems in our District and ensure that we move forward with only those that truly meet the needs of all students.

The importance of student data analysis to get a better understanding of pupil learning loss to inform further instruction cannot be omitted. Even though student achievement data analysis has been an ongoing practice at our district, virtual diagnostic test administration has some degree of unreliability, even though teachers and school sites reinforced parents' role in virtual test administration, scores may be inflated due to parental support on tests at home. Another aspect to consider with reliability of student data over virtual test administration is the accessibility to technology not being the same for all students. Some students were unable to complete the diagnostic assessments due to an unstable home internet connection. With these external factors impacting the data, there is an even greater need to conduct in-depth analysis to design learning-loss mitigation supports. This in-depth student data analysis is guiding the development of LCAP goals and actions that support student achievement as our district addresses learning gaps due to school closure and . Moving forward, we will continue to administer high quality assessments and use student data to determine where learning must be supported or accelerated.

Currently, we are working on the development of an Extended Learning Plan to address unfinished instruction and supporting students who have been exposed to content but have not had a chance to master it. A needs analysis is in progress, involving input and feedback from all stakeholders, parents, and staff. Based on the needs analysis, a district wide student support Extended Learning Plan will be drafted to be presented to the MVWSD Board of Trustees from approval on May 20, 2021.

Our district provided clear guidelines and expectations in the Distance Learning Plan for small group instruction and 1:1 student support but we soon learned that it was difficult for teachers to design and implement small groups or 1:1 student support using virtual platforms. Teachers needed significant planning and coordination time, as well as time to train students on the virtual classroom/ Zoom features and routines and procedures for whole class, small group, and 1:1 settings. Traditional hands-on STEAM lessons and investigations could not easily be transferred to virtual settings; teachers also needed time to adapt the scientific inquiry lessons for a virtual environment while maintaining high student engagement. Actions in our LCAP related to small group instruction will be heavily informed by our experiences with student support through the various instructional delivery models experienced this year.

Another lesson learned quickly with school closures was the need for additional technology support personnel. While 1:1 student devices and hotspots were provided to access instruction after school closure, many students, families, staff members needed significant support with technological tools. In the Spring, our current tech department could not keep up with the high demand; we

responded by hiring two additional tech personnel. Delays and difficulties due to low staff technological know-how exacerbated the issues. The gap between teachers who were more comfortable with instructional technology and those who were less comfortable was more evident than ever before. A glaring need came to the forefront with distance learning: the need for additional instructional technology professional development for staff. This learning has guided site and district-led technology related professional development to be more differentiated to best support the staff learning curve through distance learning and for future professional development opportunities as a part of district LCAP.

School closure and distance learning revealed many inequities in our community. It quickly became evident that nothing replaces in-person instruction for student progress and support. While some students thrived in a distance learning setting, many others struggled socially, emotionally, and academically. A lesson learned through this was the need for families - especially our SED, McK-V families - to have access to quality childcare during school and after school so that parents can go to work. This need led to our district offering Learning Support Pods that provided during school support as well as after school care to identified families. The need for quality childcare has guided the development of LCAP goals and actions that support meeting the needs of all students by reducing inequities.

An explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs.

MVWSD will monitor unfinished learning (pupil learning loss) in a variety of ways beginning in the 2021-22 school and outlined in the 2021-2024 LCAP.

The District will continue to use SchoolCity to administer classroom assessments and monitor student achievement throughout and across school years. School City allows teachers to see how their students are performing daily and to use that information to personalize instruction and provide additional support (Goal 1, Action 2). Additionally, the District will continue to implement iReady as the District's diagnostic assessment for grades K-8 three times per year, August, December and May. These assessments help teachers identify what students know and can do in different domains to support their students' learning. Results are disaggregated after each administration, shared with the community and individual reports are sent to parents (Goal 1, Action 3).

After each administration of District assessments results will be disaggregated and analyzed using the District's data protocol to ensure equitable access and achievement for all students with a focus on English Learners, SocioEconomically Disadvantaged students, Foster Youth, Students with Disabilities and other significant subgroups. Regular data analysis will ensure that resources are spent on the areas and students where they are most needed and have the biggest impact (Goal 1, Action 4).

The District will continue to implement Response to Instruction (RTI) at all school sites. At the elementary level, each site has dedicated STEAM teachers that provide instruction to students and allow classroom teachers to work with small groups of students to meet intervention or enrichment needs. At the middle school level, students who need intervention are given an RTI period in their

schedule. RTI benefits students because its data-driven instruction and regular progress monitoring help tailor instruction to what students need (Goal 1, Action 5).

Intentional monitoring will be done to ensure that English Learners (including newcomers) and Reclassified Fluent English Proficient students are making appropriate progress in acquiring English and content proficiency. (Goal 1, Action 15).

To better support students with disabilities, co-teaching will continue and be expanded (Goal 1, Action 16). Co-teaching will allow for more opportunities for small group and one-to-one learning, and stronger modeling during lessons as two teachers are collaborating on lesson design. Additionally, the District will expand and provide intensive reading curriculum to all schools with a focus on students with disabilities to better support students with building foundational reading skills (Goal 1, Action 17). This action also tied to actions in the District's approved Comprehensive Coordinated Early Intervening Services (CCEIS) plan and Special Education Plan (SEP). Another step in monitoring unfinished learning for students with disabilities will be for Special Education case managers to meet with all families whose children are on an IEP to discuss their child; needs in order to recuperate from this past year of virtual learning. Additional support through the Education Specialist, or other service providers will be provided to those students who show a learning loss. This will be documented in the IEP as a learning recovery support plan for these students.

The District is committed to ensuring that new federal and state funds available for unfinished learning will be used effectively and is hiring a coordinator to manage expanded learning. The District is in process of developing a comprehensive plan and the Coordinator of Expanded Learning will ensure that strategies outlined in the plan in the areas of bridging the digital divide, targeting learning, extended learning and social emotional support are implemented successfully and that students are making appropriate progress (Goal 1, Action 22).

The District will continue to invest in At Risk Supervisors (Goal 2, Action 1) and School and Community Engagement Facilitators (Goal 3, Action 1). At Risk Supervisors work directly with students to support positive engagement in school and School and Community Engagement Facilitators work directly with families to connect them to needed resources for student and family success. The personnel in these roles play a crucial role in ensuring that students are progressing.

All of these actions will support the District in ensuring that students are progressing appropriately and filling gaps as a result of unfinished learning during the 2020-21 school year.

A description of any substantive differences between the description of the actions or services identified as contributing towards meeting the increased or improved services requirement and the actions or services implemented to meet the increased or improved services requirement.

The District did have an Instructional Coaching team that provided support to all teachers in delivering effective instruction both during distance and in person learning. Expenditures were less than budgeted as the District was unable to hire a 0.5 FTE English Language Arts coach to support the middle schools.

The District continued to have School and Community Engagement Facilitators (SCEF) at all sites to support students and families. One SCEF was unable to complete the school year resulting in estimated actuals being less than budgeted.

At Risk Supervisors also supported students and families at the district's neediest sites. The District opted to add additional At Risk Supervisors to two schools resulting in additional expenditures.

Additional actions with differences between budgeted expenditures and estimated actuals include the following:

The district was unable to purchase as many hotspots as planned due to lack of supply.

The District continued to have a Response to Instruction Teaching Team. Salary and benefits were more than budgeted.

The District allocated funds to sites to support target students including English Learners Socio-economically Disadvantaged students and Foster Youth. Expenditures were less than budgeted as schools were in distance learning until March 19, 2021 and thus funds were more difficult to spend.

The District opened an in-person Beyond the Bell program for McKinney-Vento students so they could have access to stable internet and support during the school day. The program opened in September and continues to operate even during school reopening. The District contributed an additional \$115,000 to this program as the grant for Beyond the Bell did not cover all costs associated with the program.

# Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan

A description of how the analysis and reflection on student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP.

As MVWSD finishes the 2020-21 school year, outcomes from both the 2019-20 LCAP and 2020-21 LCP have led the district to create a new LCAP that focuses on student achievement, access and equity, social emotional health and well-being, inclusivity, and equitable allocation of resources.

Some of the actions and services from the 2019-20 LCAP are replicated in the 2021-24 LCAP. For example, before and after school closure, actions including having Instructional Coaches and a strong Response to Instruction program were key to supporting student learning and minimizing learning loss as much as possible. The District also continued its partnership with the Santa Cruz/Silicon Valley New Teacher Project to provide an induction program and provide support to year 1 and year 2 teachers. Teachers have always appreciated that MVWSD provides this program at no cost to teachers and it was an essential support when the district had to shift to distance learning.

The need for having dedicated staff in the roles of At Risk Supervisors and School and Community Engagement Facilitators working directly with students and families was highlighted when school closed in March 2019. The personnel in these roles worked to support positive engagement in school and to connect families to needed resources and will continue to do so as we move into the 2021-22 school year. Some of the funding for our School and Community Engagement Facilitators comes through our partnership with School Linked Services. Through this partnership the District benefits from additional programs to support students and money to support parent engagement activities. This partnership is ongoing.

The District has had a focus on parent education and engagement through Parent University. This district created program provides learning sessions and conversations that will empower adults to support students to thrive. The pandemic highlighted the need for more programs and parent attendance in these increased. The District will work to revise and refine the Parent University Program in 2021-22.

The District will also continue to implement the following from the 2019-20 LCAP. Co-teaching to support students with disabilities and the use of School City and the District's data protocol to monitor student progress. Summer programming will continue and has been expanded from both 2019-20 and 2020-21. Additionally, actions related to Dedicated and Integrated English Language Development have been refined from 2019-20 and will be included in the 2021-24 LCAP.

During the 2020-21 school year the District implemented plans outlined in the Learning Continuity and Attendance Plan (LCP). School closure, offering multiple modes of learning: distance, hybrid, and in-person instruction, and supporting students and families daily needs during the pandemic has unmasked the inequities in our community, especially the daily challenges faced by our low income

families. Goals, actions, and services in our LCAP which is directly aligned to our newly developed Strategic Plan 2027 will focus on eliminating inequitable practices and systems in our District and ensure that we move forward with only those that truly meet the needs of all students. The District has several actions in the new LCAP that are designed to support the District in moving forward with its equity work. Some actions are outlined below.

The District will have a Director of Equity who will be charged with assisting the Superintendent in the development and implementation of proactive diversity, equity, and inclusion initiatives to support the district plans. They are expected to engage classified and certificated staff, families, and students to build an inclusive environment in schools along with championing the importance and value of a diverse and inclusive environment for all who learn, work, and partner with the district (Goal 1, Action 9). The Equity Director will engage all student-facing teachers and staff in a series of Equity Seminars designed to increase knowledge related to the topic of Equity. Teachers and student-facing staff engage in approximately five hour-long workshops each academic year on topics including Anti-Racism in Education, Anti-Bias Teaching, Facilitating Critical Conversations, Examining Privilege, and Teaching Social Justice. These workshops are compulsory for staff and are designed to promote critical reflection and analysis on the praxis of teaching and learning as seen through an Equity lens (Goal 1, Action 19). The District will form a District Equity Advisory Committee (DEAC). The goal of the District Equity Advisory Committee (DEAC) is to help facilitate community members in providing meaningful feedback to the Superintendent on how to support MVWSD towards achieving its goals of becoming a more equitable and inclusive school district (Goal 3, Action 3). The District will also develop an Equity Framework that will be used as a tool to support the District to build habits of practice to increase inclusivity (Goal 3, Action 6),

Equitably distributing resources was a challenge during the pandemic. The LCP outlined several actions that will continue or have prompted actions in the new LCAP. In order to ensure that District resources are distributed equitably the District will be developing Districtwide equitable facility, technology, and student resource standards. (Goal 5, Action 1). During the 2021-22 school year the District will convene a workgroup including parents and staff to identify District standards that need to be developed and then create them. Work on this action will continue into the 2022-23 school year.

The District had always had a 1:1 devices program focused on the District middle schools. Due to the need to move to Distance learning, the District expanded this program to include all students in grades PK-8 and it will continue in the 2021-24 LCAP (Goal 5, Action 2). All students in grades PK-8 have been issued a district device. Students in grades 3-8 will bring their devices back and forth to school and students in grades PK-2 will keep their devices at home and have devices in the classroom to use daily. In addition, knowing that not all students had access to stable internet, the District did purchase hotspots that were distributed to students. Hotspots were not always a viable solution due to a variety of reasons. The District will be implementing MVWSDConnect. This project is designed to ensure all students have access to the Internet at home. The District is investing in CBRS equipment in order to extend the range of the District's network as much as 3/4 of a mile from the school site allowing students to access the Internet from their home.

The Pandemic emphasized the need for additional Social Emotional supports for students. While the District hired a Health and Wellness Coordinator as part of the LCP, there is a need for more targeted actions. The District will work to adopt a Social Emotional

Learning Curriculum (Goal 2, Action 8) and to develop and Implement a Whole School, Whole Community, Whole Child Model to ensure that every young person in every school is healthy, safe, engaged, supported, and challenged (Goal 2, Action 9).

The pandemic has created unfinished learning for many students. This highlighted the need to expand our current Response to Instruction program and create a Multi-Tiered System of Support (MTSS). Over the course of the 2021-22 school year a MTSS planning team will design the framework for the District's MTSS system. While this action will not directly impact students in 2021-22 it will begin impacting our students in the 2022-23 school year and is a critical step toward improving outcomes for all students (Goal 1, Action 18). The District will also hire a Coordinator to oversee the District's expanded learning program that is currently under development (Goal 1, Action 22).

The new 2021-24 LCAP will ensure that the District is focused and intentional as it works to improve outcomes for all students.



## Instructions: Introduction

The Annual Update Template for the 2019-20 Local Control and Accountability Plan (LCAP) and the Annual Update for the 2020–21 Learning Continuity and Attendance Plan must be completed as part of the development of the 2021-22 LCAP. In subsequent years, the Annual Update will be completed using the LCAP template and expenditure tables adopted by the State Board of Education.

*For additional questions or technical assistance related to the completion of the LCAP template, please contact the local COE, or the California Department of Education's (CDE's) Local Agency Systems Support Office by phone at 916-319-0809 or by email at [lcff@cde.ca.gov](mailto:lcff@cde.ca.gov).*

## Instructions: Annual Update for the 2019–20 Local Control and Accountability Plan Year

### Annual Update

The planned goals, state and/or local priorities, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the approved 2019-20 Local Control and Accountability Plan (LCAP). Minor typographical errors may be corrected. Duplicate the Goal, Annual Measurable Outcomes, Actions / Services and Analysis tables as needed.

For each goal in 2019-20, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in 2019-20 for the goal. If an actual measurable outcome is not available due to the impact of COVID-19 provide a brief explanation of why the actual measurable outcome is not available. If an alternative metric was used to measure progress towards the goal, specify the metric used and the actual measurable outcome for that metric.

Identify the planned Actions/Services, the budgeted expenditures to implement these actions toward achieving the described goal and the actual expenditures to implement the actions/services.

#### Goal Analysis

Using available state and local data and input from parents, students, teachers, and other stakeholders, respond to the prompts as instructed.

- If funds budgeted for Actions/Services that were not implemented were expended on other actions and services through the end of the school year, describe how the funds were used to support students, including low-income, English learner, or foster youth students, families, teachers and staff. This description may include a description of actions/services implemented to mitigate the impact of COVID-19 that were not part of the 2019-20 LCAP.

- Describe the overall successes and challenges in implementing the actions/services. As part of the description, specify which actions/services were not implemented due to the impact of COVID-19, as applicable. To the extent practicable, LEAs are encouraged to include a description of the overall effectiveness of the actions/services to achieve the goal.

## **Instructions: Annual Update for the 2020–21 Learning Continuity and Attendance Plan**

### **Annual Update**

The action descriptions and budgeted expenditures must be copied verbatim from the 2020-21 Learning Continuity and Attendance Plan. Minor typographical errors may be corrected.

### **Actions Related to In-Person Instructional Offerings**

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to in-person instruction and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions, as applicable.
- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing in-person instruction in the 2020-21 school year, as applicable. If in-person instruction was not provided to any students in 2020-21, please state as such.

### **Actions Related to the Distance Learning Program**

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to the distance learning program and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions, as applicable.
- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing distance learning in the 2020-21 school year in each of the following areas, as applicable:
  - Continuity of Instruction,
  - Access to Devices and Connectivity,

- Pupil Participation and Progress,
- Distance Learning Professional Development,
- Staff Roles and Responsibilities, and
- Supports for Pupils with Unique Needs, including English learners, pupils with exceptional needs served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness

To the extent practicable, LEAs are encouraged to include an analysis of the effectiveness of the distance learning program to date. If distance learning was not provided to any students in 2020-21, please state as such.

## **Actions Related to Pupil Learning Loss**

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to addressing pupil learning loss and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions, as applicable.
- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in addressing Pupil Learning Loss in the 2020-21 school year, as applicable. To the extent practicable, include an analysis of the effectiveness of the efforts to address pupil learning loss, including for pupils who are English learners; low-income; foster youth; pupils with exceptional needs; and pupils who are experiencing homelessness, as applicable.

## **Analysis of Mental Health and Social and Emotional Well-Being**

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in monitoring and supporting Mental Health and Social and Emotional Well-Being of both pupils and staff during the 2020-21 school year, as applicable.

## **Analysis of Pupil and Family Engagement and Outreach**

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges related to pupil engagement and outreach during the 2020-21 school year, including implementing tiered reengagement strategies for pupils who were absent from distance learning and the efforts of the LEA in reaching out to pupils and their parents or guardians when pupils were not meeting compulsory education requirements or engaging in instruction, as applicable.

## **Analysis of School Nutrition**

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in providing nutritionally adequate meals for all pupils during the 2020-21 school year, whether participating in in-person instruction or distance learning, as applicable.

## **Analysis of Additional Actions to Implement the Learning Continuity Plan**

- In the table, identify the section, the planned actions and the budgeted expenditures for the additional actions and the estimated actual expenditures to implement the actions, as applicable. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for the additional actions to implement the learning continuity plan and what was implemented and/or expended on the actions, as applicable.

## **Overall Analysis of the 2020-21 Learning Continuity and Attendance Plan**

The Overall Analysis prompts are to be responded to only once, following an analysis of the Learning Continuity and Attendance Plan.

- Provide an explanation of how the lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.
  - As part of this analysis, LEAs are encouraged to consider how their ongoing response to the COVID-19 pandemic has informed the development of goals and actions in the 2021–24 LCAP, such as health and safety considerations, distance learning, monitoring and supporting mental health and social-emotional well-being and engaging pupils and families.
- Provide an explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs (including low income students, English learners, pupils with disabilities served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness).
- Describe any substantive differences between the actions and/or services identified as contributing towards meeting the increased or improved services requirement, pursuant to *California Code of Regulations*, Title 5 (5 CCR) Section 15496, and the actions and/or services that the LEA implemented to meet the increased or improved services requirement. If the LEA has provided a description of substantive differences to actions and/or services identified as contributing towards meeting the increased or improved services requirement within the In-Person Instruction, Distance Learning Program, Learning Loss, or Additional Actions sections of the Annual Update the LEA is not required to include those descriptions as part of this description.

## **Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan**

The Overall Analysis prompt is to be responded to only once, following the analysis of both the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan.

- Describe how the analysis and reflection related to student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP, as applicable.



# Annual Update for the 2019–20 Local Control and Accountability Plan Year Expenditure Summary

Total Expenditures by Funding Source		
Funding Source	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Funding Sources	13,906,954.00	13,408,171.31
	0.00	0.00
LCFF - Supplemental Category	3,652,726.00	3,480,948.00
Lottery	0.00	49,818.00
LPSBG (Low Performing Student Block Grant)	45,000.00	44,879.00
Mountain View Education Foundation	497,185.00	482,207.00
No expenditures - part of regular staff responsibilities	0.00	0.00
Parcel Tax	1,507,195.00	1,318,753.00
Routine Restricted Maintenance	3,983,798.00	4,296,901.00
School Linked Services	197,649.00	196,236.00
Shoreline Funding	1,284,226.00	1,332,944.30
Special Education	34,000.00	19,571.00
Stretch to Kindergarten	74,045.00	76,724.00
Title I	587,648.00	443,458.00
Title II	109,000.00	76,040.00
Title III - Immigrant Education	8,000.00	2,168.00
Title III - LEP	94,000.00	129,263.00
Unknown at this time.	0.00	0.00
Unknown at this time. Expenditures dependent on plan created in 2017-2018	0.00	0.00
Unrestricted General Fund	1,832,482.00	1,458,261.01

\* Totals based on expenditure amounts in goal and annual update sections.

<b>Total Expenditures by Object Type</b>		
<b>Object Type</b>	<b>2019-20 Annual Update Budgeted</b>	<b>2019-20 Annual Update Actual</b>
All Expenditure Types	13,906,954.00	13,408,171.31
	0.00	0.00
Fund 01 - Resource 0000 - Object 1000	550,588.00	486,588.41
Fund 01 - Resource 0000 - Object 2000	378,771.00	381,078.00
Fund 01 - Resource 0000 - Object 3000	421,613.00	306,757.60
Fund 01 - Resource 0000 - Object 4000	34,000.00	17,228.00
Fund 01 - Resource 0000 - Object 5000	576,919.00	374,402.00
Fund 01 - Resource 0001 - Object 1000	1,888,194.00	1,880,885.00
Fund 01 - Resource 0001 - Object 2000	519,764.00	499,813.00
Fund 01 - Resource 0001 - Object 3000	963,519.00	926,560.00
Fund 01 - Resource 0001 - Object 4000	113,748.00	31,826.00
Fund 01 - Resource 0001 - Object 5000	38,092.00	34,071.00
Fund 01 - Resource 3010 - Object 1000	95,513.00	100,177.00
Fund 01 - Resource 3010 - Object 2000	36,245.00	40,342.00
Fund 01 - Resource 3010 - Object 3000	47,014.00	62,698.00
Fund 01 - Resource 3010 - Object 4000	7,085.00	21,729.00
Fund 01 - Resource 3010 - Object 5000	401,791.00	218,512.00
Fund 01 - Resource 4035 - Object 5000	109,000.00	76,040.00
Fund 01 - Resource 4201 - Object 1000	6,500.00	1,785.00
Fund 01 - Resource 4201 - Object 3000	1,500.00	383.00
Fund 01 - Resource 4203 - Object 1000	12,000.00	1,756.00
Fund 01 - Resource 4203 - Object 3000	2,000.00	619.00
Fund 01 - Resource 4203 - Object 4000	3,000.00	1,161.00
Fund 01 - Resource 4203 - Object 5000	77,000.00	125,727.00
Fund 01 - Resource 6300 - Object 4000	0.00	49,818.00
Fund 01 - Resource 6500 - Object 4000	13,000.00	11,279.00
Fund 01 - Resource 6500 - Object 5000	21,000.00	8,292.00
Fund 01 - Resource 7510 - Object 5000	45,000.00	44,879.00
Fund 01 - Resource 8150 - Object 2000	2,181,379.00	2,309,908.00
Fund 01 - Resource 8150 - Object 3000	1,167,193.00	1,130,830.00
Fund 01 - Resource 8150 - Object 4000	162,679.00	247,415.00
Fund 01 - Resource 8150 - Object 5000	462,547.00	584,462.00

<b>Total Expenditures by Object Type</b>		
<b>Object Type</b>	<b>2019-20 Annual Update Budgeted</b>	<b>2019-20 Annual Update Actual</b>
Fund 01 - Resource 8150 - Object 6000	10,000.00	24,286.00
Fund 01 - Resource 9100 - Object 1000	371,457.00	269,545.00
Fund 01 - Resource 9100 - Object 2000	94,540.00	1,816.00
Fund 01 - Resource 9100 - Object 3000	167,195.00	113,817.00
Fund 01 - Resource 9100 - Object 4000	17,163.00	170.00
Fund 01 - Resource 9100 - Object 5000	856,840.00	845,915.00
Fund 01 - Resource 9512 - Object 2000	0.00	62,107.00
Fund 01 - Resource 9512 - Object 3000	0.00	25,383.00
Fund 01 - Resource 9512 - Object 5000	497,185.00	482,207.00
Fund 01 - Resource 9552 - Object 2000	61,758.00	69,910.00
Fund 01 - Resource 9552 - Object 3000	31,891.00	29,000.00
Fund 01 - Resource 9552 - Object 4000	12,000.00	65,428.00
Fund 01 - Resource 9552 - Object 5000	92,000.00	31,898.00
Fund 01 - Resource 9580 - Object 1000	30,546.00	29,701.00
Fund 01 - Resource 9580 - Object 2000	31,151.00	34,179.00
Fund 01 - Resource 9580 - Object 3000	10,032.00	12,844.00
Fund 01 - Resource 9580 - Object 5000	2,316.00	0.00
Fund 01 - Resource 9590 - Object 1000	82,868.00	88,319.00
Fund 01 - Resource 9590 - Object 2000	1,600.00	0.00

\* Totals based on expenditure amounts in goal and annual update sections.



<b>Total Expenditures by Object Type and Funding Source</b>			
<b>Object Type</b>	<b>Funding Source</b>	<b>2019-20 Annual Update Budgeted</b>	<b>2019-20 Annual Update Actual</b>
All Expenditure Types	All Funding Sources	13,906,954.00	13,408,171.31
		0.00	0.00
	No expenditures - part of regular staff responsibilities	0.00	0.00
	Unknown at this time.	0.00	0.00
	Unknown at this time. Expenditures dependent on plan created in 2017-2018	0.00	0.00
Fund 01 - Resource 0000 - Object 1000	Unrestricted General Fund	550,588.00	486,588.41
Fund 01 - Resource 0000 - Object 2000	LCFF - Supplemental Category	71,123.00	71,973.00
Fund 01 - Resource 0000 - Object 2000	Unrestricted General Fund	307,648.00	309,105.00
Fund 01 - Resource 0000 - Object 3000	LCFF - Supplemental Category	58,286.00	35,820.00
Fund 01 - Resource 0000 - Object 3000	Unrestricted General Fund	363,327.00	270,937.60
Fund 01 - Resource 0000 - Object 4000	Unrestricted General Fund	34,000.00	17,228.00
Fund 01 - Resource 0000 - Object 5000	Unrestricted General Fund	576,919.00	374,402.00
Fund 01 - Resource 0001 - Object 1000	LCFF - Supplemental Category	1,888,194.00	1,880,885.00
Fund 01 - Resource 0001 - Object 2000	LCFF - Supplemental Category	519,764.00	499,813.00
Fund 01 - Resource 0001 - Object 3000	LCFF - Supplemental Category	963,519.00	926,560.00
Fund 01 - Resource 0001 - Object 4000	LCFF - Supplemental Category	113,748.00	31,826.00
Fund 01 - Resource 0001 - Object 5000	LCFF - Supplemental Category	38,092.00	34,071.00
Fund 01 - Resource 3010 - Object 1000	Title I	95,513.00	100,177.00
Fund 01 - Resource 3010 - Object 2000	Title I	36,245.00	40,342.00
Fund 01 - Resource 3010 - Object 3000	Title I	47,014.00	62,698.00
Fund 01 - Resource 3010 - Object 4000	Title I	7,085.00	21,729.00
Fund 01 - Resource 3010 - Object 5000	Title I	401,791.00	218,512.00
Fund 01 - Resource 4035 - Object 5000	Title II	109,000.00	76,040.00
Fund 01 - Resource 4201 - Object 1000	Title III - Immigrant Education	6,500.00	1,785.00
Fund 01 - Resource 4201 - Object 3000	Title III - Immigrant Education	1,500.00	383.00
Fund 01 - Resource 4203 - Object 1000	Title III - LEP	12,000.00	1,756.00
Fund 01 - Resource 4203 - Object 3000	Title III - LEP	2,000.00	619.00
Fund 01 - Resource 4203 - Object 4000	Title III - LEP	3,000.00	1,161.00
Fund 01 - Resource 4203 - Object 5000	Title III - LEP	77,000.00	125,727.00
Fund 01 - Resource 6300 - Object 4000	Lottery	0.00	49,818.00

<b>Total Expenditures by Object Type and Funding Source</b>			
<b>Object Type</b>	<b>Funding Source</b>	<b>2019-20 Annual Update Budgeted</b>	<b>2019-20 Annual Update Actual</b>
Fund 01 - Resource 6500 - Object 4000	Special Education	13,000.00	11,279.00
Fund 01 - Resource 6500 - Object 5000	Special Education	21,000.00	8,292.00
Fund 01 - Resource 7510 - Object 5000	LPSBG (Low Performing Student Block Grant)	45,000.00	44,879.00
Fund 01 - Resource 8150 - Object 2000	Routine Restricted Maintenance	2,181,379.00	2,309,908.00
Fund 01 - Resource 8150 - Object 3000	Routine Restricted Maintenance	1,167,193.00	1,130,830.00
Fund 01 - Resource 8150 - Object 4000	Routine Restricted Maintenance	162,679.00	247,415.00
Fund 01 - Resource 8150 - Object 5000	Routine Restricted Maintenance	462,547.00	584,462.00
Fund 01 - Resource 8150 - Object 6000	Routine Restricted Maintenance	10,000.00	24,286.00
Fund 01 - Resource 9100 - Object 1000	Parcel Tax	371,457.00	269,545.00
Fund 01 - Resource 9100 - Object 2000	Parcel Tax	94,540.00	1,816.00
Fund 01 - Resource 9100 - Object 3000	Parcel Tax	167,195.00	113,817.00
Fund 01 - Resource 9100 - Object 4000	Parcel Tax	17,163.00	170.00
Fund 01 - Resource 9100 - Object 5000	Parcel Tax	856,840.00	845,915.00
Fund 01 - Resource 9512 - Object 2000	Parcel Tax	0.00	62,107.00
Fund 01 - Resource 9512 - Object 3000	Parcel Tax	0.00	25,383.00
Fund 01 - Resource 9512 - Object 5000	Mountain View Education Foundation	497,185.00	482,207.00
Fund 01 - Resource 9552 - Object 2000	School Linked Services	61,758.00	69,910.00
Fund 01 - Resource 9552 - Object 3000	School Linked Services	31,891.00	29,000.00
Fund 01 - Resource 9552 - Object 4000	School Linked Services	12,000.00	65,428.00
Fund 01 - Resource 9552 - Object 5000	School Linked Services	92,000.00	31,898.00
Fund 01 - Resource 9580 - Object 1000	Stretch to Kindergarten	30,546.00	29,701.00

\* Totals based on expenditure amounts in goal and annual update sections.

<b>Total Expenditures by Goal</b>		
<b>Goal</b>	<b>2019-20 Annual Update Budgeted</b>	<b>2019-20 Annual Update Actual</b>
<b>Goal 1</b>	5,396,659.00	5,318,542.00
<b>Goal 2</b>	4,150,673.00	4,010,366.31
<b>Goal 3</b>	2,711,259.00	2,500,311.00
<b>Goal 4</b>	1,648,363.00	1,578,952.00

\* Totals based on expenditure amounts in goal and annual update sections.

# Annual Update for the 2020–21 Learning Continuity and Attendance Plan Expenditure Summary

Total Expenditures by Offering/Program		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	\$1,876,841.00	\$1,937,876.00
Distance Learning Program	\$4,288,541.00	\$3,293,252.00
Pupil Learning Loss	\$2,168,337.00	\$2,007,544.00
Additional Actions and Plan Requirements	\$293,228.00	\$180,084.00
<b>All Expenditures in Learning Continuity and Attendance Plan</b>	<b>\$8,626,947.00</b>	<b>\$7,418,756.00</b>

Expenditures by Offering/Program (Not Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	\$606,239.00	\$764,891.00
Distance Learning Program	\$2,982,857.00	\$1,880,649.00
Pupil Learning Loss		
Additional Actions and Plan Requirements	\$293,228.00	\$180,084.00
<b>All Expenditures in Learning Continuity and Attendance Plan</b>	<b>\$3,882,324.00</b>	<b>\$2,825,624.00</b>

Expenditures by Offering/Program (Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	\$1,270,602.00	\$1,172,985.00
Distance Learning Program	\$1,305,684.00	\$1,412,603.00
Pupil Learning Loss	\$2,168,337.00	\$2,007,544.00
Additional Actions and Plan Requirements		
<b>All Expenditures in Learning Continuity and Attendance Plan</b>	<b>\$4,744,623.00</b>	<b>\$4,593,132.00</b>