



Mountain View  
Whisman  
School District

# Local Control Accountability Plan (LCAP) and Federal Addendum

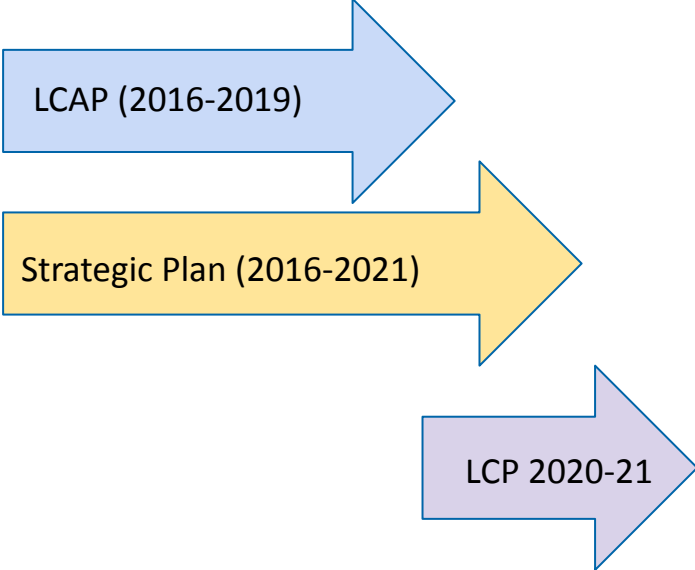
June 3, 2021

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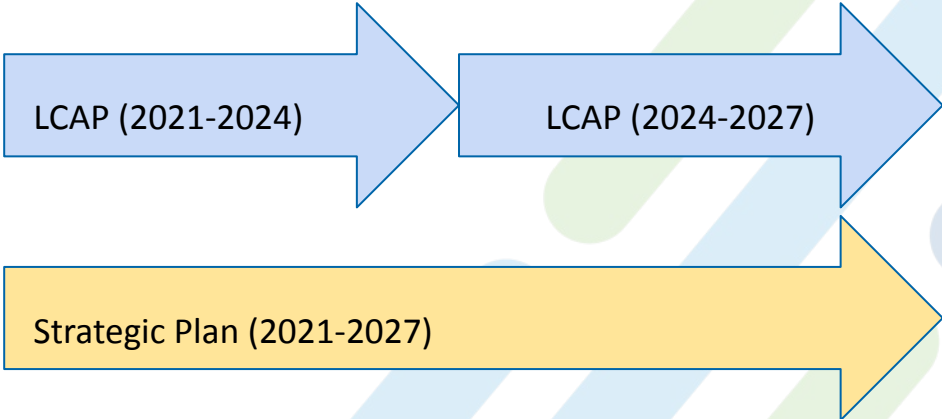
# Alignment

- The Strategic Plan (SP) defines and guides all work in MVWSD
- The Local Control Accountability Plan (LCAP) aligns to the Strategic Plan and is required by the California Department of Education
- Strategic Plan 2027 and the 2021-24 LCAP are being developed in tandem during the 2020-21 school year
- The new six-year SP2027, will align with two cycles of the District's LCAP to ensure that district initiatives and work is focused and targeted.
- Both SP2027 and the 2021-24 LCAP will build on and expand the former plans' successes and areas of need for students and will incorporate lessons learned from the Learning Continuity and Attendance Plan (LCP).

# Strategic Plan/ Local Control Accountability Plan



LCAPs are written or developed in 3 year increments.  
Strategic Plans are typically 6 year plans (variable)





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# Local Control Accountability Plan

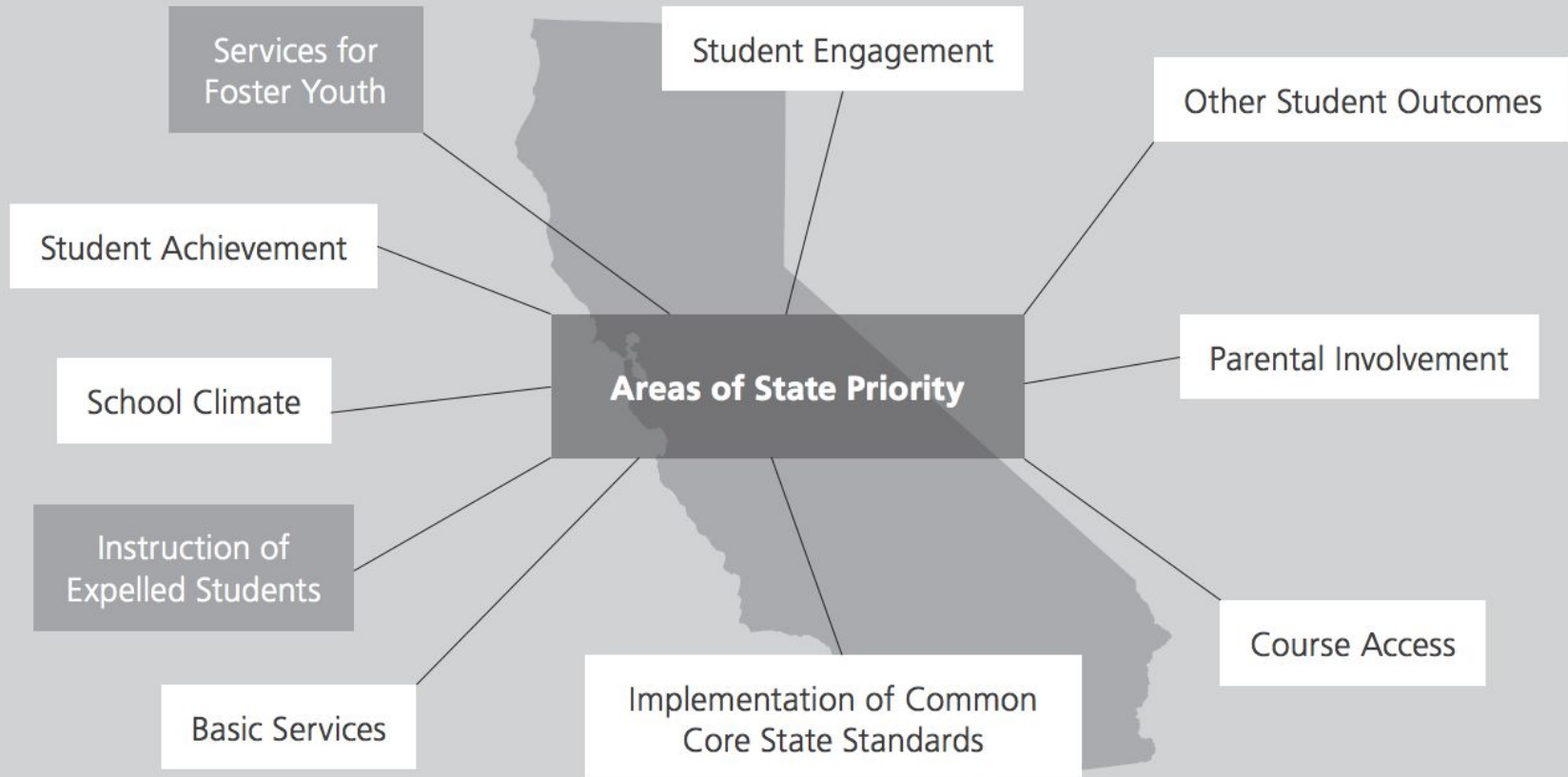
# Local Control Accountability Plan - LCAP

- School districts in California must develop three-year plans to explain their goals and strategies for improving achievement for all students and provide updates on the prior year's plan successes and challenges through the annual update.
- The goals must address the eight state priorities and actions must address any areas of improvement identified on the California Dashboard
- The school district must develop a budget that matches spending to the goals outlined in the plan.
- The LCAP also has a Federal Addendum
  - Required by the Every Student Succeeds Act (ESSA) and outlines how Districts are using federal funds even though these are outlined in the LCAP
- The LCAP and annual updates, Addendum, Local Indicators (part of the California Dashboard), and budget must be approved by July 1 each school year by the local school board

# California's Eight State Priorities

## Areas of State Priority That Must Be Addressed in LCAPs

*(Eight for districts/Ten for County Offices of Education)*



*Source: Legislative Analyst's Office, "An Overview of the Local Control Funding Formula" (07/13), CSBA*



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# Development Process for Strategic Plan 2027 and & LCAP 2021-2024

# LCAP/SP2027 -Development Process

## Stakeholder input: September 2020

- Districtwide survey with 1134 respondents
- Input sessions in districtwide groups (PTA leaders, DELAC, DAC)
- Strategy session with 60 representative stakeholders

This work and stakeholder input resulted in:

- A strategic plan framework that shows five major goal areas and the general outcomes and themes in each.

## Stakeholder input: October 2020

- Parents and staff members gave input at school community meetings at each of 11 school sites
- Parents and staff members' district-wide survey potential changes in the framework.
- Input from District Advisory Council, District English Language Learners Advisory Council, PTA Leaders, and 11 School Site Councils



# SP2027/LCAP - Development Process

## Framework Approval: November 2020

- Identified goal areas and draft objectives for SP 2027
- Trustees approved the strategic goal areas and objectives
- The approved goal areas were expanded to become the 5 broad goals in the LCAP

## January- February 2021

- Provide an overview of the SP2027/LCAP development process to District (DAC and DELAC) and site (ELAC, SSC, PTA) stakeholder groups
- Open the District LCAP/Climate survey to gather additional feedback from students, parents and staff on the strengths and opportunities for improvement with respect to conditions of learning, student achievement and educational effectiveness, 21st century skills/college and career readiness, school environment, and school and parent engagement.
- Review data and complete the annual updates for the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan (LCP).

# SP2027/LCAP -Development Process

## March/April

- Reviewed survey data and begin drafting 3-year LCAP plan in alignment with SP2027
- Presented initiatives and phases to Board of Trustees for information
- Developed Initiative Action Plans
- SP2027 / LCAP draft complete

## May

- Post draft of LCAP to website for public comment
- Share draft of LCAP at District Advisory Committee and District English Language Advisory Committee (DELAC) meetings.
- Gather additional LCAP input from Advisory groups, revise LCAP if needed and respond to all comments and question in writing
- Consult with the District's Special Education Local Plan Area team to ensure actions and services for students with disabilities are in LCAP
- Final SP2027 draft is presented to the Board of Trustees



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# LCAP/Climate Survey

# LCAP/Climate Survey

## Student Survey

- January 25 - February 12
- Given to students in grades 4-8
- 2,120 responses recorded compared to 2,170 in 2020

## Staff Survey

- January 25 - February 12
- 513 responses recorded compared to 468 in 2020
- 55% were certificated teachers

## Parent Survey

- January 25 - February 12
- 1,187 total responses compared to 1,301 in 2020
  - 32% of respondents were white, 25% Hispanic/Latino and 22% Asian/Asian American
  - 7% have students that are learning English
  - 16% have students who receive free or reduced lunch
  - 10% have students with an Individualized Education Program (IEP)
  - The majority of parent responses came from Graham (221) and Huff (170)
  - The lowest number of parent responses came from Castro (53) and Theuerkauf (62)

# Highlights from Staff Surveys

	% Agree and Strongly Agree 2019-20	% Agree and Strongly Agree 2020-21
I am aware of the District's mission and goals	90%	91%
Teachers care about student success	95%	97%
I am provided with the necessary instructional materials	80%	84%
My school provides adequate support to teachers	67%	74%
My school uses student performance data for planning	87%	91%
Students are on track for the next academic year.	58%	55%
Students receive the social emotional support they need	70%	76%
My school focuses on a student's character	76%	82%
Students at my school have access to non-academic counseling and guidance	79%	79%
My school supports staff to learn about families (e.g., cultures, languages, etc.)	66%	69%
My school provides families with resources to support student learning and development at home.	74%	81%
My school provides families with the opportunities to provide input on policies and programs.	72%	78%
I feel that I have a say in decision making at school / at the district level	53%/58%	22%/37%

# Highlights from Parent Surveys

	% Agree and Strongly Agree 2019-20	% Agree and Strongly Agree 2020-21
Teachers at my child's school have appropriate expectations for my child	84%	87%
Students are provided access to standards-aligned instructional materials.	89%	89%
At my child's school students are comfortable talking to school staff.	84%	84%
Students receive the social emotional support they need	75%	68%
I understand what types of academic supports are available to my child	72%	74%
I understand what types of non-academic supports are available to my child	64%	61%
My child is on track for the next academic year.	86%	75%
My school focuses on a student's character	78%	74%
I know how my child is doing academically at school.	87%	90%
Mountain View Whisman provides families with resources to support student learning and development at home.	67%	66%
Mountain View Whisman encourage families to engage in decision making processes.	66%	65%
Mountain View Whisman supports policies/programs for teachers and families to meet to discuss student progress.	75%	77%

<b>Highlights from Student Surveys</b>	% Agree and Strongly Agree 2019-20	% Agree and Strongly Agree 2020-21
Adults at my school care about my success	77%	86%
My school provides a good education to students	84%	89%
I trust my teachers.	92%	95%
My school provides enough textbooks and other materials to students	83%	91%
I know where to go for help if I am having trouble with my school work.	81%	85%
There are clear and fair consequences for breaking rules at my school	81%	90%
Students at my school are treated with respect.	79%	92%
My school sets high expectations for student achievement.	70%	73%
My teacher encourages me on a regular basis	87%	93%
I am comfortable asking my teacher questions	72%	75%
My teacher helps me learn English	93%	94%
My teacher gives me opportunities to practice English in class	86%	90%
My school focuses on a student's character	57%	65%



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# LCAP Goals, Actions and Metrics



# Stakeholder Input

- The annual and ongoing engagement of stakeholders is a key part of the LCAP development process.
- It is important that the goals and actions within the LCAP are informed by the voices of students, families, staff, and community members.
- The District has been seeking input on the development of SP2027 and the LCAP since fall 2021 - The 2021-24 LCAP is aligned to SP2027
- Stakeholder feedback is the foundation for the District's Strategic Plan 2027 and Local Control Accountability Plan
- Before the governing board of a school district or county office of education considers the adoption of the LCAP the superintendent of the district or county superintendent of schools must:
  - Present the LCAP or annual update to the LCAP to the parent advisory committee and the English learner parent advisory committee, as applicable, for review and comment
  - Respond, in writing, to comments received from the advisory committees

# LCAP Goals

The 5 Goal Areas developed for SP 2027 were expanded to become the 5 LCAP goals:

- **Goal 1** Develop and Implement effective and consistent instructional practices that meet the needs of all students
- **Goal 2** Develop and implement programs and processes to equitably and effectively support students' social-emotional health and behavior.
- **Goal 3** Cultivate and maintain an inclusive and welcoming culture that acknowledges, embraces, and empowers all stakeholders.
- **Goal 4** Develop and Implement policies and practices to support and retain effective and engaged employees.
- **Goal 5** Develop and implement plans and protocols to ensure the equitable distribution of resources that support student success.

# LCAP Metrics

- Metrics are developed for each goal in the LCAP to measure progress over the next three years.
- Some of the metrics are selected by the District and some are required by the California Department of Education
- The metrics in the LCAP are aligned with the metrics that will be used to monitor progress for SP2027

# LCAP Goal 1 Metrics

- Decrease by 10 percentage points the number of students both overall in by significant subgroup not meeting standards in ELA on the California Assessment of Student Performance and Progress (CAASPP).
- Decrease by 10 percentage points the number of students both overall in by significant subgroup not meeting standards on the District i-Ready ELA and math Diagnostic 3 in May 2021
- Increase Reclassification rate
- Decrease the percentage of Long Term English Language Learners
- Increase the percentage of Learners who maintained a level 4 or gained a level on the spring 2021 ELPAC
- Increase the percentage of students who made 1 year's growth in English Language Arts and mathematics
- Designated English Language Development Schedules complete
- Newcomer Plans completed
- Disproportionality - At the end of the 2019-20 MVWSD had 50% of students identified as Hispanic/Latino also identified as having a Specific Learning Disability, this identifying MVWSD as significantly disproportionate
- Implementation of Academic Content Standards Self Reflection Tool
- Implementation of Broad Course of Study Self Reflection Tool
- Increase the percentage of parents who agreed or strongly agreed that their child had access to a broad range of subjects on the LCAP/Climate Survey.

# LCAP Goal 1 - Highlights

**Goal:** Develop and Implement effective and consistent instructional practices that meet the needs of all students

**Strategic Plan Goal Area: 1**

**State Priorities: 2, 4, 7, and 8**

**Total Expenditures: \$4,714,568**

## **Major Actions and Services:**

- **Instructional Coaches**
  - Students, especially Socio-Economically Disadvantaged, English Learners and Foster Youth need to have access to highly effective teachers.
- **i-Ready Assessment and Instruction**
  - 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.
- **Response to Instruction**
  - Having additional teachers allows sites to lower class size for our most challenged learners which are our English Learners and Socio-Economically Disadvantaged students at all schools.
- **Summer Programming**
  - Provide a variety of summer programs for target students to mitigate the effects of the summer slide.
  - Programs offered in summer 2021 include Elevate Math, Valdes Math, Olimpico, and Extended School Year
- **Title 1 funding for Castro Elementary**
  - Funds will be used to hire additional staff to support students academically and emotionally.
    - 1 Counselor
    - 1 additional instructional coach
- **English Language Learners - Newcomers**
  - Develop and Implement improved newcomer plans that meet District criteria as well as site needs

# LCAP Goal 1 - Highlights

**Goal:** Develop and Implement effective and consistent instructional practices that meet the needs of all students

**Strategic Plan Goal Area: 1**

**State Priorities: 2, 4, 7, and 8**

**Total Expenditures: \$4,714,568**

## **Major Actions and Services:**

- **Targeted Student Support Funding**
  - Funds allocated to each school to support English Learners, Foster Youth and low income students.
  - Allocations are based on each sites unduplicated count and are used to provide supplemental programs to improve student outcomes.
- **Designated English Language Development**
  - 150 min/week of explicit language development time for every student
  - Provide subscription to Reading A-Z and access to Grammar Gallery to every TK-5 teacher to supplement Designated English Language Development lessons.
  - Audit site Designated English Language Development practices to identify strengths and areas of growth and compile best features and practices across the district.
- **Integrated English Language Development**
  - Teachers will Incorporate best practices for Integrated English Language Development into all subject areas
  - Integrated English Language Development provides English Learners with the language they need to express their understanding of the content being taught.
- **Progress Monitoring for English Learners and students reclassified as Fluent English Proficient**
  - Ensure that English Learners are advancing at least one level each year or maintaining a level 4 and becoming eligible for reclassification to Fluent English Proficient as measured by the ELPAC as well as maintaining strong levels of achievement after reclassification.
- **Co-teaching**
  - The District will continue to implement co-taught classes in English Language Arts and mathematics at both middle schools as well as in grades 4 and 5 at Landels Elementary School. The District will expand co-teaching to specific grade levels at Castro Elementary School.

# LCAP Goal 1 - Highlights

**Goal:** Develop and Implement effective and consistent instructional practices that meet the needs of all students

**Strategic Plan Goal Area: 1**

**State Priorities: 2, 4, 7, and 8**

**Total Expenditures: \$4,714,568**

## **Major Actions and Services:**

- **Intensive Reading Instruction**

- The District will expand and provide an intensive reading curriculum to all schools to better support students with building foundational reading skills with a focus on Students with Disabilities.

## **Actions and Services Directly aligned to SP2027**

- **Director of Equity**

- The Equity Director is charged with assisting the Superintendent in the development and implementation of proactive diversity, equity, and inclusion initiatives to support the district plans.

- **Multi Tiered System of Support (MTSS)**

- Develop MVWSDs Multi Tiered System of Support (MTSS) to improve instruction, differentiate learning and align systems. Over the course of the 2021-22 school year a MTSS planning team will design the framework for the District's MTSS system .

- **Programs to increase opportunities for underrepresented students**

- Create programs for underrepresented students to ignite an excitement for learning and provide experiences that might not be available otherwise beginning in elementary school.

- **Equity Seminars**

- The district is engaging all student-facing teachers and staff in a series of workshops designed to increase knowledge related to the topic of Equity

# LCAP Goal 2 Metrics

- Increase attendance rates
- Maintain 0% Middle School Dropout Rate
- Maintain 0% Expulsion Rate
- Decrease errors when entering discipline data
- Decrease chronic absenteeism rate
- Decrease suspensions
- Increase the percentage of students who agreed or strongly agreed that they feel safe at school on the LCAP/Climate Survey.
- Increase the percentage of students who agreed or strongly agreed that adults care about their success on the LCAP/Climate Survey.
- Increase the percentage of students who agreed or strongly agreed that my school focuses on a student's character on the LCAP/Climate Survey.
- Increase the percentage of staff who agreed or strongly agreed that students' social emotional needs were met on the LCAP/Climate Survey.
- Increase the percentage of parents who agreed or strongly agreed that their students' social emotional needs were met on the LCAP/Climate Survey.



# LCAP Goal 2

**Goal:** Develop and implement programs and processes to equitably and effectively support students' social-emotional health and behavior.

**Strategic Plan Goal Area:** 2

**State Priorities:** 5 and 6

**Total Expenditures:** \$871,102

## Major Actions and Services:

- At Risk Supervisors
  - At-Risk Supervisors work directly with at-risk students and parents to provide support and interventions as needed. They monitor students progress and connect families to community resources.
- Partnership with School Linked Services
  - Provide services to strengthen individuals, families and systems by addressing needs and risks faced by children, youth, and families with a focus on students and Castro and Graham.
- Health Wellness Committee
  - convene a Health and Wellness Committee to align efforts to support student wellness through health education, physical education and activity, health services, nutrition services, psychological and counseling services, and a safe and healthy school environment.

## Actions and Services Directly aligned to SP2027

- Student Social Emotional Health
  - Develop a plan of action for competency-based Social Emotional Learning
- Develop and Implement a Whole School, Whole Community, Whole Child Model (WSCC).
  - Research shows that the health of students is linked to their academic achievement.
  - The WSCC model emphasizes the relationship between educational attainment and health, by putting the child at the center of the system

# LCAP Goal 3 Metrics

- Percentage of families reporting that they agree or strongly agree that MVWSD creates a welcoming environment for families on the LCAP/Climate Survey.
- The percentage of families that agree or strongly agree that they understand the academic supports available to their students on the LCAP/Climate Survey.
- The percentage of families that agree or strongly agree that they are encouraged to be involved in school events on the LCAP/Climate Survey.
- Reduce the most common obstacle to parents receiving the information they need on the LCAP/Climate Survey.
- Professional development opportunities to staff to better understand diverse cultures/subcultures for more responsive customer support.
- Percentage of families reporting that Parent University events are easy to access and content directly helps them at home with their children.
- Parent Involvement Self Reflection Tool
- The percentage of families that agreed or strongly agrees that the District is building the capacity of and supporting family members to effectively engage in advisory groups and decision making on the LCAP/Climate Survey.
- The percentage of families that agreed or strongly agrees that the District is providing all families with opportunities to provide input on policies and programs, and implementing strategies to reach and seek input from underrepresented groups in the school community on the LCAP/Climate Survey.

# LCAP Goal 3

**Goal:** Cultivate and maintain an inclusive and welcoming culture that acknowledges, embraces, and empowers all stakeholders.

**Strategic Plan Goal Area 3:**

**State Priority: 3**

**Total Expenditures: \$852,418**

**Major Actions and Services:**

- **School and Community Engagement Facilitators (SCEF)**

- SCEFs are the liaison between students, staff, and parents to remove barriers to improve student learning and achievement

**Actions and Services Directly aligned to SP2027**

- **Parent Engagement - Parent University**

- Work directly and collaboratively with parents to build mutual capacity for supporting student learning and refining Parent University

- **Parent Communication**

- Streamline and differentiate communication streams so parents get information that more closely matches their family attributes, communication preferences and tone.

- **Develop a Community Equity Framework**

- This framework will be used as a tool support the District to build habits of practice to increase inclusivity.

- **District Equity Advisory Committee**

- 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.

# LCAP Goal 4 Metrics

- Staff Retention Rates
- Percentage of highly qualified teachers
- Number/percentage of mis-assignments of teachers of English learners
- Number of teacher mis-assignments
- Number of vacant teacher positions
- Percentage of staff that agree or strongly agree that administrators listen to my suggestions and recommendations on the LCAP/Climate survey.
- Percentage of staff that agree or strongly agree that my school provides adequate support to teachers on the LCAP/Climate survey.
- Percentage of staff that agree or strongly agree that I am knowledgeable about the criteria, timeline, process, and procedures by which I will be evaluated on LCAP/Climate survey.
- Percentage of staff that agree or strongly agree that trust exists between school leaders and staff on the LCAP/Climate survey.
- Percentage of staff that agree or strongly agree that teachers at my school are committed to continuously improving opportunities for student learning on the LCAP/Climate survey.
- Percentage of staff that agree or strongly agree that I have a say in the decision making process at my school or the District level on the LCAP/Climate survey.

# LCAP Goal 4

**Goal:** Develop and Implement policies and practices to support and retain effective and engaged employees.

**Strategic Plan Goal Area 4:**

**State Priority: 1**

**Total Expenditures: \$423,310**

## Major Actions and Services:

- **Partnership with the Santa Cruz/Silicon Valley New Teacher**
  - Continue to partner with the Santa Cruz/Silicon Valley New Teacher Project to provide induction to teachers in years 1 and 2 of their careers.
- **Professional Development Committee**
  - Convene a professional development committee with classified staff to develop recommendations for classified staff professional development tailored to specific job classifications.
- **Hiring Process**
  - Refine newly implemented hiring processes to ensure that hiring team members are using the same reference points when making hiring decisions

## Actions and Services Directly aligned to SP2027

- **Employee Retention and Support**
  - Develop and consistently implement district-wide policies and practices that focus on retention, differentiation, and ongoing support

# LCAP Goal 5 Metrics

- Percentage of School Facilities in Good Repair per the Facility Inspection Tool (FIT)
- Percentage of completed work orders in Service Now
- Percentage of students reporting that my school is clean on the LCAP/Climate Survey
- Number/percentage of students without access to their own copies of standards aligned instructional materials for use at school and at home
- Percentage of staff reporting that my school is well-maintained on the LCAP/Climate Survey
- Percentage of staff reporting that the facilities at my school are up to date on the LCAP/Climate Survey

# LCAP Goal 5

**Goal:** Develop and implement plans and protocols to ensure the equitable distribution of resources that support student success.

**Strategic Plan Goal Area 5**

**State Priority: 1**

**Total Expenditures: \$807,350**

## Major Actions and Services

- **Technology Devices**

- Each year the District issues new Chromebooks to students entering TK/K and 5th grade. The students that receive the Chromebook in TK/K will use the same device through the end of their 4th grade school year. Students that receive a Chromebook at 5th grade will use that device through the end of 8th grade.

## Actions and Services Directly aligned to SP2027

- **MVWSDConnect**

- Investing in Citizens Broadband Radio Service (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.

- **Equitable Facilities and Resources**

- Develop Districtwide equitable facility, technology, and student resource standards that are publicly available and shared with stakeholders.

- **Meals for Students**

- Ensure every child that needs food has the opportunity for a nutritionally balanced daily meal.

- **Flexible Learning Environments**

- Develop and Implement feasible opportunities to offer flexible learning from home, from different schools, at different times, and other environments.



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# Increased or Improved Services



# Increased and Improved Services

**Districts must describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to services provided for all students in the LCAP year.**

- The District's percentage of supplemental funding is 7.19% or \$3,086,270
- The District will spend \$4,014,242 on increased or improved services
- While the following actions have been identified as increasing or improving services for unduplicated students there are others in the LCAP that will also support unduplicated students:
  - Instructional Coaches - Goal 1, Action 1
  - Response to Instruction - Goal 1, Action 5
  - Targeted Student Support Program - Goal 1 Action 8
  - Director of Equity - Goal 1 Action 9,
  - Programs to increase opportunities for underrepresented students - Goal 1, Action 20
  - School and Community Engagement Facilitators - Goal 3, Action 1

# LCAP Budget 2021-22

Funding Source(s)	Amount
<b>LCFF Funds</b> --Supplemental	<b>\$4,014-242</b> \$4,014-242
<b>Other State Funds</b> --Expanded Learning --Opportunities Grant --Lottery (instructional)	<b>\$ 958,844</b> \$ 770,700 \$ 188,844
<b>Local Funds</b> --School Linked Services --Parcel Tax --Shoreline --Unrestricted General Fund --Special Education	<b>\$2,008,074</b> \$ 199,522 \$ 614,740 \$ 511,860 \$ 641,952 \$ 40,000
<b>Federal Funds</b> --Title 1 --Title 2 --Title 3	<b>\$ 687,588.</b> \$ 493,938 \$ 68,650 \$ 125,000
<b>Total LCAP Expenditures</b> Mountain View Whisman School District	<b>\$7,668,748.00</b>

# LCAP Spending Highlights

## Goal 1

• Instructional Coaches	\$ 1,377,511
• Response to Instruction	\$ 1,528,124
• Summer Programs	\$ 295,000
• Director of Equity	\$ 159,492
• Intensive Reading Instruction	\$ 50,000
• Targeted Student Support Program	\$ 326,422

## Goal 2

• At Risk Supervisors	\$ 614,740
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## Goal 3

• School and Community Engagement Facilitators	\$ 846,450
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## Goal 4

• New Teacher Support	\$ 421,810
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## Goal 5

• Technology Devices	\$ 500,000
• MVWSD Connect	\$ 300,000



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# LCAP Federal Addendum

# LCAP Federal Addendum

- The LCAP Federal Addendum is an annual supplement to the LCAP to ensure that Districts meet provisions of the Every Student Succeeds Act.
- The addendum is a narrative description of how a district is using federal funds elected through the Consolidated Application to supplement or enhance current programs.
  - Title I
  - Title II
  - Title III
  - Title IV
- 2018-19 addendum was initially approved by the local governing board in conjunction with the LCAP and then turned into the California Department of Education and was approved in fall 2019.
- Each year District's must revise the addendum and have it approved by the local governing board with the LCAP. It does not have to be approved by the CDE each year
- The draft addendum has been reviewed by representatives from the Santa Clara County Office of Education



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# Overview of Federal Addendum

# Strategy

**Explain the LEA's strategy for using federal funds to supplement and enhance local priorities or initiatives funded with state funds, as reflected in the LEA's LCAP.**

- LCAP Federal Addendum is aligned to the District's LCAP and Strategic Plan. It focuses on the following:
  - Professional development for administrators, teachers and staff
  - Targeted support to the designated Title I school
  - Increased and responsive parent engagement opportunities
  - Enhancement of daily instruction and direct services to student populations most at-risk.

# Title I Funds

## **Educator Equity**

- Human resources and Federal & State programs annual completion and review of comparability report to ensure that low income students and minority students are not being taught at higher rates than other students by ineffective, inexperienced, or mis assigned teachers

## **Parent and Family Engagement**

- Parent University
- Expansion of site based parent education programs

## **Schoolwide Programs, Targeted Support Programs, and Programs for Neglected or Delinquent Children**

- Title I site: Mariano Castro Elementary School
  - Additional staffing to support academic achievement
  - Summer school



# Title I Funds

## Homeless Children and Youth Services

- Part time McKinney-Vento Liaison
  - Attendance monitoring and support agency coordination
- Free lunch and Beyond the Bell automatic eligibility and enrollment priority
- Site based School and Community engagement facilitator support

## Student Transitions

- Parent University--*High School Readiness* spring offering
- Annual vertical articulation with Mountain View Los Altos Union High School District
- Fifth Grade orientation to the middle schools

# Title II Funds

## Professional Growth and Improvement

- MVWSD uses Title II funds to partner with the Santa Cruz/Silicon Valley New Teacher Project in order to provide induction for all year 1 and year 2 teachers.
- The District employed 2.0 FTE new teacher support providers to support teachers with induction.
- The support providers receive monthly training on a variety of topics through the New Teacher project, provide professional development opportunities to District teachers and ensure that year 1 and year 2 teachers successfully complete requirements to obtain clear credentials.

## Data and Ongoing Consultation to Support Continuous Improvement

- District reviews results of surveys given by the New Teacher Project to all new teachers and district administrators and it's own report on teacher retention to assess program effectiveness and make improvements

# Title III Funds

**Professional Development--Opportunities provided for classified staff, teachers, administrators and other school and community leaders.**

- English learner instructional strategies
- Culturally responsive pedagogy and practices
- Use of technology for classroom teachers

## **Enhanced Instructional Opportunities**

- Supplemental materials and curriculum
- Newcomer English learner online program
  - Imagine Learning
- Online teacher resources
  - Learning A-Z

## **English Proficiency and Academic Achievement**

- Sheltered Instruction Observation Protocol (SIOP) instructional strategies in every classroom
- English language development instruction training and delivery support

# Title IV Funds

## Title IV funds can be used to:

- Provide all students with access to a well-rounded education
- Improve school conditions for student learning
- Improve the use of technology in order to improve the academic achievement and digital literacy of all students
- Title IV funds can also be transferred to other Title funds.

## Activities and Programs

- In 2020-21, Title IV funds were used to offset the cost of the Discovery Education contract to provide professional development and coaching for our STEAM teachers.
- Teachers participated in training and coaching sessions focusing on problem-driven STEAM learning strategies.



Mountain View  
Whisman  
School District

# Next Steps

# Next Steps

- Respond in writing to comments and questions from the public hearing
- June 17: Present LCAP and Federal Addendum for approval
- June 24: Submit LCAP to the Santa Clara County Office of Education

# Questions?

- Please visit the District website to learn more about Strategic Plan and the Local Control Accountability Plan
  - [mvwsd.org/about/district\\_plans](https://mvwsd.org/about/district_plans)