

2021-22 Local Control Accountability Plan (LCAP)

Actions & Services Mid-Year Report

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
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Goal 1

Develop and Implement effective and consistent instructional practices that meet the needs of all students.

Rationale

It is important to develop a districtwide program for culturally responsive and effective instruction that defines high quality, culturally relevant teaching strategies. Through this culturally responsive teaching we can stimulate students' cognitive development and create students that are flexible thinkers. When the tools and strategies developed blend together, they create the social, emotional, and cognitive conditions that accelerates learning for all students. Emerging findings from brain science reveal that students' cultural contexts, in particular, are fundamental to their learning. Additionally, this program will ensure a coherent approach to instruction rather than introducing a series of unrelated new instructional initiatives.

This goal aligns to the District's SP2027 Goal 1 and State Priorities 2,4,7, and 8

Expected Annual Measurable Objectives for Goal 1

Priority	Metric	Baseline	Year 1 Mid-Year Progress	Desired Outcome for 2023-24
	Decrease by 10 percentage points the number of students both overall and in significant subgroups not meeting standards in ELA on the California Assessment of Student Performance and Progress (CAASPP).	71% of students met or exceeded standards in ELA in spring 2019. The following are the percentages of students in each significant subgroup that met or exceeded standards in ELA in spring 2019: Socio Economically Disadvantaged (SED) - 44% English Language Learners (ELL) - 20%	Data will be available in Summer 2022	80% of students overall will meet or exceed standards in ELA The following are desired outcomes for students in significant subgroups: Socio Economically Disadvantaged (SED) - 60% English Language Learners (ELL) 41% Reclassified Fluent English Proficient (RFEP) - 79%

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		Reclassified Fluent English Proficient (RFEP) - 70% Students With Disabilities (SWD) - 25% Hispanic/Latino - 49% Asian - 90% White - 87% CAASPP Assessments were not given in Spring 2020 or 2021		Students With Disabilities (SWD) - 47% Hispanic/Latino - 63% Asian - 93% White - 90%
	Decrease by 10 percentage points the number of students both overall and in significant subgroups not meeting standards in math on the California Assessment of Student Performance and Progress (CAASPP)	64% of students met or exceeded standards in math in spring 2019 The following are the percentages of students in each significant subgroup that met or exceeded standards in math in spring 2019: Socio Economically Disadvantaged (SED) - 32% English Language Learners (ELL) - 18% Reclassified Fluent English Proficient (RFEP) - 60% Students With Disabilities (SWD) - 22% Hispanic/Latino - 36% Asian - 89% White - 84% CAASPP Assessments were not given in Spring 2020 or 2021	Data will be available in Summer 2022	80% of students overall will meet or exceed standards in math The following are desired outcomes for students in significant subgroups: Socio Economically Disadvantaged (SED) - 50% English Language Learners (ELL) - 41% Reclassified Fluent English Proficient (RFEP) - 71% Students With Disabilities (SWD) - 43% Hispanic/Latino - 53% Asian - 92% White - 89%

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	Decrease by 10 percentage points the number of students both overall and in significant subgroups not meeting standards District iReady ELA Diagnostic 3 in May 2021	<p>71% of students met or exceeded standards in ELA in spring 2021 on iReady Diagnostic 3.</p> <p>The following are the percentages of students in each significant subgroup that met or exceeded standards in ELA in May 2021:</p> <p>Socio Economically Disadvantaged (SED) - 37%</p> <p>English Language Learners (ELL) 26%</p> <p>Reclassified Fluent English Proficient (RFEP) - 65%</p> <p>Students With Disabilities (SWD) 31%</p> <p>Hispanic/Latino - 41%</p> <p>Asian - 90%</p> <p>White - 84%</p>	<p>In progress - Data reported below is from Diagnostic 2 in December.</p> <p>63% of students met or exceeded standards in ELA on iReady Diagnostic 2 administered in December 2021.</p> <p>The following are the percentages of students in each significant subgroup that met or exceeded standards in ELA in December 2021:</p> <p>Socio Economically Disadvantaged (SED) - 24%</p> <p>English Language Learners (ELL) 16%</p> <p>Reclassified Fluent English Proficient (RFEP) - 57%</p> <p>Students With Disabilities (SWD) 27%</p> <p>Hispanic/Latino - 29%</p> <p>Asian - 83%</p> <p>White - 76%</p>	<p>80% of students overall will meet or exceed standards in ELA.</p> <p>The following are desired outcomes for students in significant subgroups:</p> <p>Socio Economically Disadvantaged (SED) - 54%</p> <p>English Language Learners (ELL) -46%</p> <p>Reclassified Fluent English Proficient (RFEP) - 74%</p> <p>Students With Disabilities (SWD) - 50%</p> <p>Hispanic/Latino - 57%</p> <p>Asian - 92%</p> <p>White - 89%</p>
	Decrease by 10 percentage points the number of students both overall and in significant subgroups not meeting standards District iReady math Diagnostic 3 in May 2021	<p>66% of students met or exceeded standards in math in spring 2021 on iReady Diagnostic 3.</p> <p>The following are the percentages of students in each significant subgroup that met or exceeded standards in math in May 2021:</p> <p>Socio Economically Disadvantaged (SED) - 30%</p> <p>English Language Learners (ELL) 23%</p>	<p>In progress - Data reported below is from Diagnostic 2 in December 2021.</p> <p>57% of students met or exceeded standards in math on iReady Diagnostic 2 administered in December 2021.</p> <p>The following are the percentages of students in each significant subgroup that met or exceeded standards in math in December 2021:</p>	<p>80% of students overall will meet or exceed standards in math.</p> <p>The following are desired outcomes for students in significant subgroups:</p> <p>Socio Economically Disadvantaged (SED) - 49%</p> <p>English Language Learners (ELL) -44%</p>

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		Reclassified Fluent English Proficient (RFEP) - 61% Students With Disabilities (SWD) 29% Hispanic/Latino - 34% Asian - 91% White - 80%	Socio Economically Disadvantaged (SED) - 19% English Language Learners (ELL) 14% Reclassified Fluent English Proficient (RFEP) - 54% Students With Disabilities (SWD) 25% Hispanic/Latino - 21% Asian - 84% White - 71%	Reclassified Fluent English Proficient (RFEP) - 72% Students With Disabilities (SWD) - 48% Hispanic/Latino - 45% Asian - 93% White - 83%
	Reclassification rate	The reclassification rate in 2021 was 16.3%	The reclassification rate for the 2021-22 school year as of January 2022 was 10%	Increase the reclassification rate to 24.3%
	Percentage of Long Term English Language Learners	5.3% of students were Long Term English Language Learners	As of January 2022, 13.4% of ELs are Long Term English Learners	Decrease the percentage of Long Term English Language Learners to 3.0%
	English Learners who maintained a level 4 or gained a level on the spring 2021 ELPAC	Baseline data for this metric will not be available until summer 2021. It will be updated and added to the 2022-23 LCAP	28% of English Learners who maintained a level 4 or gained a level on the Spring 2021 ELPAC as compared to their most previous ELPAC (2020 or 2019).	The desired outcome will be developed and updated in the the 2022-23 LCAP.
	Percentage of students who made 1 year's growth in English Language Arts based on the results of iReady assessments	55% made one year's growth in Reading	In Progress - Data shared below is based on i-Ready Diagnostic 2 administered in December 2021. As of December 2021, 40% of the students districtwide have met their annual growth target and made one year's of growth in Reading	75% of students will make one year's growth.
	Percentage of students who made 1 year's growth in	47% made one year's growth in math	In Progress - Data shared below is based on i-Ready	70% of students will make one year's growth.

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	mathematics based on the results of iReady assessments		Diagnostic 2 administered in December 2021. As of December 2021, 32% of the students districtwide have met their annual growth target and made one year's of growth in math	
	Designated English Language Development Schedules	All English Language Learners received Designated English Language Development in the 2020-21 school year as part of regular instruction as evidenced by walkthroughs and meetings with site administrators. Having sites develop and submit formal instructional schedules for all classrooms is a new process that will be implemented in 2021-22 and baseline data will be updated in the 2021-22 LCAP	As of January 2022, all sites have submitted formal instructional schedule for all classrooms/students, with the required number of minutes of ELD clearly listed.	100% of schools will have Designated ELD outlined for all classes on their instructional schedules.
	Newcomer Plans	While the District and sites have plans for newcomers they are not formalized nor does the District have consistent criteria that must be met.	As of January 2022, all sites have submitted newcomer plans for all newcomer students.	100% of schools will have consistent newcomer plans that are effective and meet District criteria.
	Disproportionality - MVWSD is disproportionate within Special Education by overrepresentation of Hispanic/Latino students in the specific learning disability category.	At the end of the 2019-20 MVWSD had 50% of students identified as Hispanic/Latino also identified as having a Specific Learning Disability, thus identifying MVWSD as significantly disproportionate	Since the beginning of the 2020-2021 school year, only 26.6% of students identified as having a Specific Learning Disability were Hispanic/Latino.	Be cleared from being identified as significantly disproportionate - MVWSD will have a match in overall percentage of our Hispanic/Latino population to that identified as having a Specific Learning Disability

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	Implementation of Academic Content Standards Self Reflection Tool	The State Board of Education adopted self-reflection tool for implementation of state standards was completed and approved on June 17, 2021	Will be completed in June 2022	Yearly completion and approval of the State Board of Education adopted self-reflection tool for implementation of state standards
	Implementation of Broad Course of Study Self Reflection Tool	The State Board of Education adopted self-reflection tool for a broad course of study was completed and approved on June 17, 2021	Will be completed in June 2022	Yearly completion and approval of the State Board of Education adopted self-reflection tool for a broad course of study
	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.	73% agreed or strongly agreed	Survey will be administered in February and results available in March 2022	Increase to 80% agree or strongly agree

Actions and Services

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
1.1	Instructional Coaches Provide 1.0 FTE Instructional coach for each elementary school and 1.0 FTE instructional coach for each of the following subjects in middle school: Social Studies, Science, English Language Arts and mathematics. The two middle schools will share. Provide 1.0 FTE Districtwide technology coach. Research indicates that coaching is an essential component of an effective professional development	On-going	Yes	LCFF 1127511 Other State 250000		\$1,377,511.00	Instructional Coaches have been hired for all Elementary schools. At the middle school level the District has been unable to hire a math coach.

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	program. Coaching builds will, skill, knowledge, and capacity for all teachers.						
1.2	Data Platform - SchoolCity Use SchoolCity to administer classroom assessments and monitor student achievement throughout and across school years. SchoolCity allows teachers to see how their students are performing and to use that information to personalize instruction and provide additional support.	On-going	No		Local 39449	\$39,449.00	School City was purchased and is being used to administer assessments and monitor student progress.
1.3	iReady Assessment and Instruction Implement iReady as the District's diagnostic assessment for grades K-8 three times per year, August, December and May and provide the instructional component to all teachers to use as a supplement. 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/guardians.	On-going	No		Other State 188844	\$188,844.00	i-Ready instruction and assessment platform was purchased. All teachers have access to the instructional component and students are assessed three times per year.

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1.4	Analyze, disaggregate, and report on student achievement data Disaggregate and analyze student data from state and District assessments/reports using the Districts data protocol to ensure equitable access and achievement for all students with a focus on English Learners, Socio-Economically Disadvantaged students, foster youth, Students with Disabilities and other significant subgroups. Regular data analysis can help ensure that resources are spent on the areas and students where they are most needed and can have the biggest impact.	On-going	No		Local 11860	\$11,860.00	Since no CAASPP was administered in Spring 2021 at MVWSD, i-Ready diagnostic assessment continues to be used to make instructional decisions at district and site level. SPSAs are designed based on student i-Ready Reading and Math assessment data. So far, two i-Ready diagnostic assessments have been administered and data analysis cycles have been done at district and site level - August 2021, December 2021.
1.5	Response to Instruction Implement and refine the District's Response to Instruction Plan. 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.	On-going	Yes	LCFF 1528124		\$1,528,124.00	Response to Instruction (RTI) continues at both elementary and middle schools at MVWSD. Student data is used to guide instructional supports as well as enrichment for students at all tiers of RTI. School sites continue to use the i-Ready diagnostic assessment data to guide instructional next steps and design their focused RTI student

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	RTI benefits students because its data-driven instruction and regular progress monitoring help tailor instruction to what students need.						groups. The District has contracted with Hey Tutor to provide additional staffing during RTI to lower group size and target instruction.
1.6	Summer Programming Provide a variety of summer programs for target students to mitigate the effects of the summer slide. Summer learning can help students from Socio-Economically Disadvantaged families gain ground academically and increase opportunities to improve skill deficiencies. In Summer 2021 MVWSD will provide students access to the following programs: Elevate Math Olimpico Learning Valdes Summer Math Institute Peninsula Bridge Summer Extended School Year (ESY)	June - July 2021	No		Local 103000 Federal 192000	\$295,000.00	A mix of in-person and online programs was offered in the summer of 2021. All students were provided individualized iReady Learning Paths for ELA and Math that could be accessed from home. Almost 500 students received additional programming through our community partners. In-person summer school and after school care took place for students in the ESY program and our Title I school.
1.7	Funding for the District's Title 1 School The District will continue to allocate Title 1 funds to Mariano Castro Elementary school, the District only Title 1 school. Funds will be used to hire additional staff to support students	On-going	No	Federal 264181		\$264,181.00	At our Title I school, federal funds are being utilized to fund an additional 1.0 FTE instructional coach, 1.0 FTE guidance counselor, and 0.25 FTE Clerical Assistant.

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	academically and emotionally. Additional staff includes: 1 Counselor 1 additional instructional coach						
1.8	Targeted Student Support Funding The District allocates each school funds to support target students - English Learners, Foster Youth and Socio-Economically Disadvantaged students. Allocations are based on each sites' unduplicated count and are used to provide supplemental programs to improve student outcomes.	On-going	Yes		LCFF 326422	\$326,422.00	This District has provided each site an allocation based on their percentage of unduplicated students. Sites are using the money to provide supplemental supports and services.
1.9	Director of Equity The District will have an Equity Director. 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. She is 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	On-going	Yes	LCFF 182,294		\$182,294.00	The Director of Equity continues her role in the district in providing guidance and training on issues of equity

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	environment for all who learn, work, and partner with the district. The Equity Director is also responsible for designing and implementing training initiatives on cultural competencies and other topics to increase awareness and to support the value of equity and inclusion and work collaboratively with District-level instructional leaders to support the use of culturally relevant pedagogy and practice.						
1.10	Designated English Language Development Maintain existing Designated English Language Development expectations: 150 min/week of explicit language development time for every student, clearly outlined on each school's schedule. Designated English Language Development instruction focuses on English Learners developing the language skills needed to learn content taught in English and develop academic proficiency.	On-going	No	LCFF 0 Other State 0 Local 0 Federal 0	LCFF 0 Other State 0 Local 0 Federal 0	\$0.00	The expectation for a minimum of 150 minutes of ELD weekly for each EL student has been maintained this school year. Follow up procedures such as required submission of detailed weekly schedules and site visits/feedback sessions with site leaders.
1.11	Designated English Language Development	On-going	No		Federal 60000	\$60,000.00	Subscriptions have been purchased and disseminated as

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	Provide every K-5 teacher a subscription to Reading A-Z and access to Grammar Gallery to supplement Designated English Language Development lessons. These subscriptions provide additional tools and materials teachers need to help students build their oral language, reading, and writing skills and achieve academic language proficiency.						planned. In the fall, several training sessions were held to orient and train teachers on the use of the new software resources.
1.12	Designated English Language Development Audit site Designated English Language Development practices to identify strengths and areas of growth and compile best features and practices across the district. This audit will enable the district to improve Designated English Language Development instruction thus improving outcomes for English Language Learners.	On-going	No	LCFF 0 Other State 0 Local 0 Federal 0	LCFF 0 Other State 0 Local 0 Federal 0	\$0.00	All elementary sites except one has been visited at least twice by the district administrator to observe ELD and to offer feedback to the site administrator. Additional visits are being scheduled for winter and spring and will cover all sites. Best practices learned from each site visit will be shared with all site administrators.
1.13	Integrated English Language Development Teachers will Incorporate best practices for Integrated English Language Development into all subject areas, with a focus on clear evidence of	On-going	No		Local 10000	\$10,000.00	A contract was entered into with SAVVAS for Sheltered Instruction Observation Protocol training for Instructional Coaches in 2021-22 and 2022-

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	<p>lesson preparation including:</p> <ol style="list-style-type: none"> 1. Content objectives 2. Language objectives 3. Check for understanding 4. Adaptation/Differentiation 5. Supplementary Materials 6. Meaningful Activities <p>Individualized training at sites will be scheduled and provided as needed.</p> <p>Integrated English Language Development provides English Learners with the language they need to express their understanding of the content being taught.</p> <p>Integrated English Language Development is provided throughout the school day and the goal is for English Learners to learn the content and academic language used in each lesson.</p>							<p>23. Two full days of training were provided by SAVVAS in November 2021. Follow up training planned for mid January 2022 was postponed due to COVID. The training contract was for \$70,000 - the additional \$60,000 was expended from the General Fund.</p>
1.14	<p>English Language Learners - Newcomers</p> <p>Work with sites to develop and Implement improved newcomer plans that meet District criteria as well as site needs. Our schools must have detailed plans in place to ease newcomer students' initial stages of adjustment and support learning. By supporting schools to create these plans we can build upon current best practices and</p>	On-going	No		Local	40000	\$105,000.00	<p>All newcomers received specialized newcomer plans including an account for Imagine Learning to support their emergent English Learner needs. Individual sites have offered regular tutoring opportunities. District-wide efforts are pending due to COVID disruptions to</p>
					Federal	65000		

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	ensure that they are replicated to support newcomer success.						instruction and staffing.
1.15	Progress Monitoring Streamline and improve the process of monitoring the progress of English Language Learners and Reclassified Fluent English Proficient students. Progress monitoring happens consistently in MVWSD although improving processes and procedures will make it easier for administrators and teachers to ensure that students are making appropriate progress in acquiring English and content proficiency.	On-going	No	LCFF 0 Other State 0 Local 0 Federal 0	LCFF 0 Other State 0 Local 0 Federal 0	\$0.00	The fall progress monitoring process has been completed. Spring progress monitoring will take place in April/May. Due to COVID disruptions, the process has remained the same as past years.
1.16	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. Co-teaching allows more opportunities for small group and one-to-one learning and stronger modeling during lessons as two teachers are	On-going	No	Local 4000		\$4,000.00	Teachers, administrators, and some coaches were trained by co-teaching expert Susan Hentz for a full day professional learning opportunity, including live whole group training on co-teaching, co-planning, and small group configurations, as well as individualized coaching opportunities with Susan. Coaches and administrators provide feedback and guidance to all co-

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	collaborating on lesson design.							teachers throughout the year.
1.17	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. The curriculum will be taught at least three days per week. Reading Intervention provides students with an opportunity to increase reading skills at their instructional level. A key aspect of reading intervention is developing self-esteem through acquisition of reading and writing skills and strategies. Students gain confidence and their skills improve through instruction in decoding, comprehension, writing, study skills. This action also tied to actions in the District's approved Comprehensive Coordinated Early Intervening Services (CCEIS) plan and Special Education Plan (SEP).	On-going	No	Local	50000		\$50,000.00	Special Education teachers were provided both training and access to evidenced based curriculum, targeted to meet students' reading needs, including SPIRE (an Orton-Gillingham based intervention) and Read Naturally. Teachers also have access to an online portal to track students growth and progress within the curriculum to ease planning and target instructional design. Teachers are actively implementing these new curricula and increasing proficiency with these resources as they become more familiar.
1.18	Multi Tiered System of Support Develop MVWSD's Multi Tiered System of Support	On-going	No	Local	5280		\$5,280.00	District staff is currently working to compile a needs assessment related to

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	<p>(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 including the following: Defining Tiers of Support Defining MTSS teams at the District and site levels Identifying assessments and data practices Standardizing student support processes Developing a menu of evidence-based interventions and curriculum at all tiers Developing an implementation and professional development plan.</p> <p>The development of this Framework will allow the District to address both the academic and non-academic needs of all students. The framework will be comprehensive and detail how and when to administer support and allow for the tools and time to implement such strategies. This action also encompasses actions outlined in the District's approved Comprehensive Coordinated Early Intervening Services (CCEIS) plan and Special Education Plan (SEP).</p>						the development of a comprehensive MTSS system. Staff will work to outline the system by the end of the 2021-22 school year

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1.19	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. 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. Each workshop involves cross-collaboration between grade-levels and, through the use of a virtual presentation platform, is interactive and rich in multimedia resources and activities. These seminars are designed collaboratively by district leadership and delivered by the district's Equity Director.	On-going	No		Local	125	\$125.00	Equity seminars are on-going. All certificated staff members have completed one, if not two, hour-long seminars the Director of Equity at this mid-year point. Certificated staff members are expected to have completed one seminar per trimester, for a total of three, by year's end. Each seminar is 60-minutes and is conducted virtually and is interactive. Additionally, certificated staff members will undergo an hour-long training before the end of the academic year on how to create inclusive school environments for LGBT+ youth.
1.20	Programs to increase opportunities for	On-going	Yes		LCFF	64000	\$64,000.00	This item has been delayed until the 2022-

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	<p>underrepresented students Develop programs to increase opportunities for underrepresented students to reach high levels of academic success.</p> <p>Over the course of the 2021-22 school year a planning team will design programs that will increase opportunities for underrepresented students to reach high levels of academic success. Planning includes the following steps: Conducting a needs assessment/audit Reviewing current programs and policies that may have bias or reinforce or accelerate gaps Researching best practices in meeting the needs of underrepresented students Designing a plan based on the best practices and programs and what's most appropriate and viable for MVWSD Developing an implementation plan</p> <p>Data analysis indicates that the majority of our underrepresented students are not in our accelerated math pathways or achieving at the same levels as their peers. Additionally, we have systems in place that reinforce academic</p>						23 school year due to increased responsibilities due to COVID-19

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	disparities among student groups. This action is designed to remove barriers for students and provide additional opportunities and experiences for students that are not currently available.						
1.21	Math Work Group Convene a Math Work Group - A new math framework will be adopted by the California Department of Education in November 2021. This new framework may have implications for middle school math pathways and will have implications for instruction in grades TK-8. This work group will come together to review the framework and its implications and create an implementation plan for the 2022-23 school year.	On-going	No	Local 5280		\$5,280.00	his action has been delayed as the new math framework will not be adopted until summer 2022
1.22	Coordinator of Expanded Learning The District will hire a Coordinator of Expanded Learning to oversee the District's Expanded Learning Plan beginning in 2021-22. The plan is currently being developed and will be approved by the board at the end of May. The plan will focus on	On-going	No	Other State 220000		\$220,000.00	The District hired a Coordinator of Expanded Learning. After the Expanded Learning Plan was approved by the Board of Trustees in August 2021, students across all tiers have targeted tutoring support or additional on-demand tutoring available

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	strategies in the areas of bridging the digital divide, targeting learning, extended learning and social emotional support.						depending on their needs in either ELA or Math. Student data from i-Ready Diagnostic assessments is used to make instructional support decisions across all tiers. Students with higher needs that may not be at grade level yet have two to three days of after school tutoring on site using contracted tutoring agencies that provide 1:1 or 1:3 tutoring. Students that are above grade level have access to on-demand tutoring support, as needed. Additional personnel has been assigned to each elementary school to support Response to Instruction (RTI) instruction during the school day.

Goal 2

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

Rationale

The Collaborative for Academic and Social Emotional Learning meta-analysis of 2011 indicates that Social-Emotional Learning instruction with fidelity has demonstrated an average of 11 percentage-point increase in student achievement as measured on standardized assessments. Data from the Coalition on Positive Behavior Intervention and Supports, National Center for School Mental Health, and National Center for Safe and Supportive Schools indicates school districts implementing equitable practices and processes for social-emotional and behavioral health have seen out of school and out of classroom disciplinary actions drop up to 25% of year 1 of a 5 year implementation process.

This goal is aligned to SP 2027 Goal Area 2 and State Priorities 5 and 6.

Expected Annual Measurable Objectives for Goal 2

Priority	Metric	Baseline	Year 1 Mid-Year Progress	Desired Outcome for 2023-24
	Attendance Rates	Spring 2020: District - 96.5% Bubb Elementary - 96.5% Castro Elementary - 95.4% Crittenden Middle - 96.7% Graham Middle - 96.9% Huff Elementary - 97.3% Landels Elementary - 96.5% Mistral Elementary - 96.3% Monta Loma Elementary - 96% Stevenson Elementary - 97% Theuerkauf Elementary - 95% Vargas Elementary - 95.9%	December 2022 - 94.94% Bubb Elementary School 96.43% Castro Elementary School 91.11% Crittenden Middle School 94.36% Graham Middle School 95.76% Imai Elementary School 96.36% Landels Elementary School 94.57% Mistral Elementary School 94.91% Monta Loma Elementary School 93.83% Stevenson Elementary School 96.24% Theuerkauf Elementary School 93.12% Vargas Elementary School 95.08% "	Maintain or increase to 97% overall and for all schools.
	Chronic Absenteeism Rate	2019 California Dashboard Overall Rating - Yellow English Learners - Orange Homeless - Orange Socioeconomically Disadvantaged - Yellow Students with Disabilities - Orange	District Overall - 761 English Learners - 279 Homeless - 73 Socioeconomically Disadvantaged - 376 Students with Disabilities - 108 African American - 19 Asian 90	Maintain or increase overall rating and subgroup ratings to green or blue

Priority	Metric	Baseline	Year 1 Mid-Year Progress	Desired Outcome for 2023-24
		African American - Orange Asian - Blue Filipino - Yellow Hispanic/Latino - Green Pacific Islander - Yellow White - Green	Filipino - 18 Hispanic/Latino - 427 Pacific Islander - 8 White - 191	
	Middle School Dropout Rate	0%	0%	Maintain zero middle school dropouts
	Suspension Rates	2019 California Dashboard Overall - Green English Learners - Green Homeless - Yellow Socioeconomically Disadvantaged - Yellow Students with Disabilities - Green African American - Green Asian - Blue Filipino - Blue Hispanic/Latino - Yellow Two or More Races - Yellow White - Green	As of December 2021 there have been a total of 21 suspensions	Maintain or increase overall rating and subgroup ratings to green or blue
	Expulsion Rates	0%	0%	Maintain zero expulsions
	Entering Discipline Data	The error rate for entering discipline data into Powerschool was 15% at the end of 2019-20.	Not available until spring 2022	Decrease error rate to 9%
	The percentage of students who agreed or strongly agreed that they feel safe at school on the LCAP/Climate Survey.	93% agreed or strongly agreed	Survey will be administered in February and results available in March 2022	Increase to 97% agree or strongly agree

Priority	Metric	Baseline	Year 1 Mid-Year Progress	Desired Outcome for 2023-24
	The percentage of students who agreed or strongly agreed that adults care about their success on the LCAP/Climate Survey.	86% agreed or strongly agreed	Survey will be administered in February and results available in March 2022	Increase to 90% agree or strongly agree
	The percentage of students who agreed or strongly agreed that my school focuses on a students character on the LCAP/Climate Survey.	65% agreed or strongly agreed	Survey will be administered in February and results available in March 2022	Increase to 80% agree or strongly agree
	The percentage of staff who agreed or strongly agreed that students social emotional needs were met on the LCAP/Climate Survey.	76% agreed or strongly agreed	Survey will be administered in February and results available in March 2022	Increase to 85% agree or strongly agree
	The percentage of parents who agreed or strongly agreed that their students social emotional needs were met on the LCAP/Climate Survey.	68% agreed or strongly agreed	Survey will be administered in February and results available in March 2022	Increase to 75% agree or strongly agree

Actions and Services

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
2.1	At Risk Supervisors Hire 12.0 FTE At-Risk Supervisors for the District schools with significant populations of target students. 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.	On-going	No	Local 1,031,594		\$1,031,594.00	Survey will be administered in February and results available in March 2022

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses		Non-Personnel Expenses		Total Funds	Mid-Year Report
2.2	Improving attendance To improve attendance and decrease truancy and chronic absenteeism the district will do the following: Communicate the importance of attendance in school and District newsletters and websites Review attendance data monthly with site administrators at monthly Leadership meetings. Implement the District's re-engagement protocol after students have 3 unexcused absences or have missed 10% of the school days due to excused or unexcused absences. Implement School Attendance Review Team (SART) and District School Attendance Review Board (SARB) protocols	On-going	No	LCFF	0	LCFF	0	\$0.00	The District has communicated the importance of attendance in District and school newsletters as well as on the District's website. The District SART process was reviewed with principals at Leadership Team and with school secretaries. This year, due to in person learning and COVID, attendance rates are lower than we would anticipate in a normal year.
				Other State	0	Other State	0		
				Local	0	Local	0		
				Federal	0	Federal	0		
2.3	Health Wellness Committee The District will 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.	On-going	No	Local	2640			\$2,640.00	The Health and Wellness Committee has met monthly since September 2021 and is making progress on the Local School Wellness Plan Triennial Assessment. As well, the Health and Wellness Needs Assessment was conducted in November. Results are pending and expected in February 2022.

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses		Non-Personnel Expenses		Total Funds	Mid-Year Report
2.4	Partnership with Santa Clara County Behavioral Health The District will continue to partner with the Santa Clara County Behavioral Health Department. The focus of the 2021-22 school year will be to implement the District's Suicide prevention protocols and crisis response teams.	On-going	No	Local	5000			\$5,000.00	The district has a signed agreement with Santa Clara County Behavioral Health to bring Kognito Simulation training to our teachers. Initial Suicide Prevention Training has been provided to student facing certificated and classified staff. Kognito will be deployed in the Spring.
2.5	School Linked Services The District will partner 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.	On-going	No	Local	65604	Local	54349	\$119,953.00	The District continues to partner with School Linked Services to support programs at Graham Middle School and Castro Elementary School.
2.6	School Linked Services The District will partner with School Linked Services to offer services to strengthen individuals, families and systems by addressing needs and risks faced by children, youth, and families.	On-going	No			Local	79569	\$79,569.00	SLS Services are in place at all eligible schools. Services are provided by Uplift Family Services. The District currently holds monthly collaboration meetings with School Linked Services and other district partners to insure continuity of care across all schools.
2.7	Suspensions	On-going	No	LCFF	0	LCFF	0	\$0.00	In order to improve suspension rates,

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses		Non-Personnel Expenses		Total Funds	Mid-Year Report
	<p>In order to improve suspension rates and better support students, the District will do the following: Review discipline data monthly at Leadership Team meetings. Review and revise alternatives to suspension menu to ensure trauma-informed and positive behavioral supports and train administrators as needed. Continue to provide training for site administrators and support staff to accurately enter office referrals and discipline data into PowerSchool</p> <p>Evidence shows suspension isn't effective in changing a student's behavior and can affect their wellbeing. A growing body of research shows suspension increases the likelihood of failing school and dropping out as well as contact with the criminal justice system</p>			Other State	0	Other State	0		training and discussions have been held with principals in Leadership Team meetings this year. Trainings and conversations have focused on the importance of regular participation in school, alternatives to suspension, and investigation discipline issues. Training was also provided to the leadership team on accurately entering discipline referrals and information into our data system.
				Local	0	Local	0		
				Federal	0	Federal	0		
2.8	<p>Student Social Emotional Health</p> <p>Develop a plan of action for competency-based Social Emotional Learning</p> <p>In the 2021-22 school year the District will go through the process of understanding the social</p>	On-going	No	Local	10400	Local	30000	\$40,400.00	The Social Emotional Learning (SEL) Committee has met 6 times and is scheduled for 6 more meetings. The committee is has examined the California Department of Education (CDE)

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
	<p>emotional needs of students and developing a plan of action. The plan may include beginning the process of researching, piloting and adopting a social emotional learning curriculum. This work will continue into the 2022-23 school year.</p> <p>Social emotional learning increases self-awareness, academic achievement, and positive behaviors both in and out of the classroom. From an academic standpoint, students who participated in social emotional learning programs saw an 11 percentage point increase in standardized test scores and better attendance.</p>						<p>Transformational Social Emotional Learning (TSEL) Conditions for Thriving and is currently examining Transformational Social Emotional Learning (TSEL) Student Competencies. The Health and Wellness Survey conducted in November 2021 included inquiry of current student social emotional functioning. Results are pending and are anticipated in February 2022.</p>
2.9	<p>Student Social Emotional Health Develop and Implement a Whole School, Whole Community, Whole Child Model.</p> <p>In the 2021-22 school year the District will go through the process developing a Whole School Whole Community, Whole Child Model (WSCC). A team will be convened and they will do the following:</p> <p>Complete an assessment/audit of the</p>	On-going	No	Local	8800	\$8,800.00	<p>The Health and Wellness Committee has met monthly since September 2021 and is making progress on the Local School Wellness Plan Triennial Assessment. Once completed, this Triennial Assessment will provide the district a snapshot of the effectiveness of our current Local School Wellness Policy in informing a Whole School, Whole Community, Whole</p>

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
	<p>existing MVWSD Whole School Whole Community Whole Child (WSCC) Model components. Develop an initial MVWSD WSCC Vision Statement Develop an intersectionality collaboration plan to ensure alignment of efforts. Develop professional development and stakeholder communication plan for MVWSD WSCC Model initial implementation. Review district/system data, including student outcomes, to progress monitor initial implementation effectiveness. Review MVWSD WSCC Model for refining the Vision Statement, Intersectionality Collaboration Plan, and Professional Development Plan</p> <p>Research shows that the health of students is linked to their academic achievement. By working together, the various sectors can ensure that every young person in every school in every community is healthy, safe, engaged, supported, and challenged.</p> <p>The WSCC model accomplishes important objectives:</p>						<p>Child (WSCC) Model. As well, the Health and Wellness Needs Assessment results, anticipated in February 2022, will inform our current understanding of WSCC Model Components within the district.</p>

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
	It emphasizes the relationship between educational attainment and health, by putting the child at the center of a system designed to support both. It provides an update to the Coordinated School Health (CSH) approach to better align with the way schools function.						

Goal 3

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

Rationale

Research has shown that an active partnership between staff and families leads to better student outcomes academically, socially, and emotionally. Like any partnership, the relationship between staff and families is built on trust. Ensuring that all individuals feel included and welcomed builds the trust required to establish and maintain a virtuous cycle of student support. Metrics developed for this goal are designed to help us understand the District's strengths and opportunities to improve our culture for our stakeholders.

This goal is aligned to the District's SP2027 Goal Area 3 and State Priority 3.

Expected Annual Measurable Objectives for Goal 3

Priority	Metric	Baseline	Year 1 Mid-Year Progress	Desired Outcome for 2023-24
	Percentage of families reporting that they agree or strongly agree that MVWSD creates a welcoming environment for families on the LCAP/Climate Survey.	Overall 82% agreed or strongly agree (56% agreed - 27% strongly agreed)	Survey will be administered in February and results available in March 2022	Maintain or increase the percentage of families that agree or strongly agree that MVWSD creates a welcoming environment for families. Increase the percentage of families that strongly agree by 8% a year from 27% to 51%.

Priority	Metric	Baseline	Year 1 Mid-Year Progress	Desired Outcome for 2023-24
	The percentage of families that agree or strongly agree that they understand the academic supports available to their students on the LCAP/Climate Survey.	74% agreed or strongly agreed that they understand the academic supports available to their students. 61% agree or strongly agree that they understand the non-academic supports available to their students.	Survey will be administered in February and results available in March 2022	Increase the percentage of families that agree or strongly agree that they understand the academic supports available to 80%. Increase the percentage of families that agree or strongly agree that they understand the non academic supports available to 70%.
	The percentage of families that agree or strongly agree that they are encouraged to be involved in school events on the LCAP/Climate Survey.	66% agreed or strongly agreed	Survey will be administered in February and results available in March 2022	Increase to 81% agree or strongly agree.
	Reduce the most common obstacle to parents receiving the information they need on the LCAP/Climate Survey.	23% agreed or strongly agreed that what I want to know is mixed in with information that does not apply to me	Survey will be administered in February and results available in March 2022	Decrease the percentage to 5% that agree or strongly agree.
	Professional development opportunities to staff to better understand diverse cultures/sub cultures for more responsive customer support.	No professional development opportunities were provided.	Staff training for all classified and certificated staff has taken place this academic year more than once. Classified staff received two, 1-hour training sessions with the Director of Equity on Anti-Racism and Anti-Bias practices in August of 2021 and January of 2022. All certificated staff have and will receive 3, 1-hour training sessions with the Director of Equity once per trimester as a school site on culturally-responsive teaching practices	Provide at least 1 staff training per year.

Priority	Metric	Baseline	Year 1 Mid-Year Progress	Desired Outcome for 2023-24
	Percentage of families reporting that Parent University events are easy to access and content directly helps them at home with their children.	2020-21: 1,000 people attended or Parent University Attendance or Viewed Parent University recorded sessions Content Satisfaction - Baseline will be determined during the 2021-22 school year	Through eight events this year, 815 people have attended Parent University sessions. There are four sessions remaining. After each session, a satisfaction survey is sent out to all participants. The survey data will be compiled and analyzed at the end of the school year to determine a baseline.	Increase attendance at Parent University/views of recorded session events by 10% each year to 1,300. Content Satisfaction target will be determined at the end of the 2021-22 school year.
	Parent Involvement Self Reflection Tool	The State Board of Education adopted self-reflection tool for parent involvement was completed and approved on June 17, 2021	Will be completed in June 2022	Yearly completion and approval of the State Board of Education adopted self-reflection tool parent engagement
	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.	65% agreed or strongly agreed	Survey will be administered in February and results available in March 2022	Increase to 75% agree or strongly agree.
	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 an underrepresented groups in the school community on the LCAP/Climate Survey.	67% agreed or strongly agreed	Survey will be administered in February and results available in March 2022	Increase to 77% agree or strongly agree.

Actions and Services

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses		Non-Personnel Expenses	Total Funds	Mid-Year Report
3.1	School and Community Engagement Facilitators (SCEF) Hire 7.6 FTE School and Community Engagement Facilitators. School and Community Engagement Facilitators act as the liaison between students, staff, and parents to remove barriers to improve student learning and achievement. The responsibilities will include, but are not limited to, serving as a resource to students and parents regarding district and community agencies, resources, parent education, and other events and activities that are linked to strong, positive student outcomes. School and Community Engagement Facilitators are assigned based on a school sites percentage of students who English Learners, Socio-Economically Disadvantaged or Foster Youth (unduplicated count).	On-going	Yes	LCFF	808693		\$846,450.00	School and Community Engagement Facilitators (SCEFs) have working daily to engage families and liaise between the community and school. They have been heavily involved in site efforts to promote healthy environments by playing a crucial role in supporting COVID-related protocols, such as contact tracing, sending and explaining exposure notices, pooled asymptomatic testing, and other related tasks. They have also assisted families in finding solutions to individual school-related concerns, signing up for school-related and community-benefit services, information gathering, advocacy, etc. They have been instrumental in promoting the active engagement of English Learner families through the English Learner Advisory Councils, School Site Councils, and the District English Learner Advisory Councils.

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses		Non-Personnel Expenses		Total Funds	Mid-Year Report
									They have assisted McKinney-Vento families to obtain temporary housing and transportation, and have collaborated with community organizations to steer donations toward families with the most needs.
3.2	'The Talk' Panel Series Our district wishes to continue and enhance meaningful stakeholder engagement through a series of events that invites parents, community leaders, and district leaders to come together and engage in meaningful discussion and dissection of relevant topics related to social justice. This series of live events also aims to increase awareness of social justice causes in our schools and in our communities, especially as it relates to historically marginalized groups. The district hosts approximately four events per year and encourages all community members to attend.	On-going	No	LCFF	0	LCFF	0	\$0.00	The next 'The Talk' event is scheduled for February 2, 2022. The event will be held virtually and will address the topic of how culture and race inform and influence our ideas of success in school and beyond. At least two more 'The Talk' events are scheduled to take place this academic year.
				Other State	0	Other State	0		
				Local	0	Local	0		
				Federal	0	Federal	0		
3.3	District Equity Advisory Committee To meaningfully engage multiple stakeholder groups on issues of Equity, the district has formed a District Equity Advisory	On-going	No	Local	4800			\$4,800.00	The District Equity Advisory Committee (DEAC) has met five times in 2021, for a total of 7.5 hours of time for classified and certificated staff

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
	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. The role of a committee member is to be a thought partner and a community advocate. The committee membership is a combination of district-level leaders, principals, teachers, staff members, and parent participants who represent the interests of both elementary and middle schools and are expected to attend and participate in meetings held monthly (on average) online during the course of the academic school year.						members involved with the committee. Both certificated and classified staff members also populate the District Equity Advisory Subcommittee on Understanding Equity Policy that was launched in October of 2021. The subcommittee meets once monthly, has met a total of 3 times this calendar year and has resulted in 3 total hours of time commitments for participants. Both the general and subcommittee compensation comes from this LCAP item.
3.4	Parent Engagement - Parent University Work directly and collaboratively with parents to build mutual capacity for supporting student learning and refining Parent University. MVWSD will convene a work group of staff and parents to design an approach to increase parent engagement. Training for staff will also be developed along with	On-going	No	Local 640		\$640.00	As of January, MVWSD has presented nine Parent University sessions aimed at building the capacity for parents and staff to support student learning. With nearly 900 attendees and three more sessions to go, we are on track to equalling or improving our reach as compared to 2020-21.

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
	<p>new content, approaches and delivery methods for Parent University.</p> <p>Research shows that parent involvement can make a significant difference in student achievement. As MVWSD works collaboratively with parents we know that students will be more likely to earn higher grades and improve test scores, enroll in higher level programs, attend school regularly, have better social skills, show improved behavior, and graduate high school, and go on to postsecondary education.</p>						<p>MVWSD has also surveyed participants after each event and results have generally been positive and contain free responses that help us improve future offerings. Our team is also in the midst of collecting more feedback on the types and styles of parent education events that would better match the needs of our audience, aiming to utilize this information when planning for 2022-23 begins this Spring.</p>
3.5	<p>Parent Communication</p> <p>Streamline and differentiate communication streams so parents get information that more closely matches their family attributes, communication preferences and tone.</p> <p>MVWSD is committed to improving communication with families and ensuring that they get needed information in easily accessible ways. The District will be convening a team to research, analyze, and assess how parents access communications currently and what do they</p>	On-going	No	LCFF 0 Other State 0 Local 0 Federal 0	LCFF 0 Other State 0 Local 0 Federal 0	\$0.00	<p>Members of the project team meet weekly. The project is in the research phase. Parents (291) completed (Dec. 19 2021) an online ThoughtExchange about the best ways for them to receive information and the type of content they need to help them be involved in their children's education. This data informed two quantitative questions planned for the Feb 2022 LCAP parent survey about school communications.</p>

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
	say they wish was better. The team will define differentiated audiences, communication policies, protocols, methods, and messages. Then they will research systems, tools, practices, formats, etc. for audience segmentation and set up pilots for the 2022-23 school year.						
3.6	<p>Equity Framework Develop a Community Equity Framework.</p> <p>This framework will be used as a tool support the District to build habits of practice to increase inclusivity. In the 2021-22 school year, the District will convene a team to develop the Community Equity Framework. Steps in development include conducting an equity audit, defining equity, drafting the framework and getting feedback from District stakeholders. The work on the audit will continue into the 2022-23 school year.</p> <p>MVWSD is committed developing programs and providing a high quality education to all students. The Community Equity Framework will ensure that we embed strong equity practices throughout our organization.</p>	On-going	No	LCFF 0 Other State 0 Local 0 Federal 0	LCFF 0 Other State 0 Local 0 Federal 0	\$0.00	<p>The development of this framework was pushed back to Winter of 2022 due to the abundance of responsibilities thrust on school districts relating to COVID-19 and student safety. The process will begin in January of 2022 and will be largely facilitated by the Director of Equity. Metrics for measurement will be developed in order to inform actions steps and the development of an Equity Action Plan. The Equity Framework will begin with the development of an Equity and Wellness Scorecard that will be completed before the start of the next academic year in August 2022.</p>

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
3.7	Equitable Access to Choice Schools Our district offers families access to two choice schools, where students can attend a school outside their attendance boundaries. Based on 2020-21 enrollment data, one of our choice schools (Stevenson Elementary School) is facing a significant disproportionality in the number of students who attend that are English Language Learners (ELLs) and Socio-Economically Disadvantaged (SED). Compared to aggregate district enrollment data, the district serves a population of students approximately 32% of whom are SED, whereas Stevenson currently serves a population of which only approximately 6% of students are SED. To address this disparity, the district has laid out plans that include focus groups with the community, multiple Board meeting updates and study sessions to obtain feedback and direction, consultation meetings with experts who will help us craft more equitable policy, and multiple input points along the way where we	On-going	No	Local 528		\$528.00	In October and November of 2021, the Board of Trustees were presented with a plan of action as to how to address equitable access to choice schools in our district based upon a plethora of information that had been gathered regarding student enrollment and community perception. The Board of Trustees provided input about the timeline of the process and about considerations to make regarding the enrollment lottery for choice schools. The Board of Trustees are held a special study session on enrollment lotteries on January 8, 2022 to learn more about the intricacies of enrollment lottery as we explore how best to address equitable access to choice programs in our district. The Board anticipates making a decision about any changes to the enrollment process for choice programs, as well as on programmatic elements of choice

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
	will solicit community input and feedback. Ensuring equitable access to choice schools for all families is a priority for the district who concomitantly aims to ensure that every student has access to opportunities they need to succeed.						schools, by the end of the academic year in June 2022. Any changes to enrollment practices would not go into effect until the enrollment cycle for 2023-24 is initiated.

Goal 4

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

Rationale

Research indicates that employees that are engaged and supported at work are more likely to stay. They feel a stronger bond to their organization's mission and purpose and this reduces turnover that can be costly. Actions and metrics outlined in this goal are designed to support the District these areas.

This goal is aligned to SP2027 Goal Area 4 and State Priority 1.

Expected Annual Measurable Objectives for Goal 4

Priority	Metric	Baseline	Year 1 Mid-Year Progress	Desired Outcome for 2023-24
	Staff Retention Rates	2020-21 Data: Data is current as of May 19, 2021 and will be updated as applicable. Overall Staff Retention - 91% Certificated Staff - 87% Classified Staff - 94% Teachers - 85%	Data will be available in May 2022.	Overall Staff Retention - 94% Certificated Staff - 92% Classified Staff - 96% Teachers - 90%
	Percentage of highly qualified teachers	2020-21: 86% of teachers were considered highly effective.	2021-22: 89% of teachers are considered highly qualified	90% of teachers will be highly qualified.

Priority	Metric	Baseline	Year 1 Mid-Year Progress	Desired Outcome for 2023-24
	Number/percentage of mis-assignments of teachers of English learners	2020-21: 3	2021-22: 2	Maintain 0 mis-assignments of teachers of English Learners
	Number of other teacher mis-assignments	2020-21: 1	2021-22: 0	Maintain 0 teacher mis-assignments
	Number of vacant teacher positions	2020-21: 0	2021-22: 0	Maintain 0 vacant teacher positions.
	Percentage of staff that agree or strongly agree that administrators listen to my suggestions and recommendations on the LCAP/Climate survey.	69% agree or strongly agree	Survey will be administered in February and results available in March 2022	80% of teachers will agree or strongly agree
	Percentage of staff that agree or strongly agree that my school provides adequate support to teachers on the LCAP/Climate survey.	74% agree or strongly agree	Survey will be administered in February and results available in March 2022	85% of teachers will agree or strongly agree
	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.	88% agree or strongly agree	Survey will be administered in February and results available in March 2022	95% of teachers will agree or strongly agree
	Percentage of staff that agree or strongly agree that trust exists between school leaders and staff on the LCAP/Climate survey.	71% agree or strongly agree	Survey will be administered in February and results available in March 2022	80% of teachers will agree or strongly agree
	Percentage of staff that agree or strongly agree that teachers at my school are committed to continuously improving opportunities for student	97% agree or strongly agree	Survey will be administered in February and results available in March 2022	Maintain 97% or increase to 99% agree or strongly agree

Priority	Metric	Baseline	Year 1 Mid-Year Progress	Desired Outcome for 2023-24
	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.	58% agree or strongly agree at school level 37% agree or strongly agree at District level	Survey will be administered in February and results available in March 2022	70% will agree or strongly agree 50% will agree or strongly agree

Actions and Services

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
4.1	Partnership with the Santa Cruz/Silicon Valley New Teacher Project 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. Having an induction program allows MVWSD to provide inexperienced teachers with the necessary models and tools for beginning their teaching careers, support them in becoming highly effective, and allow them to obtain a clear credential.	On-going	No		Local 353160 Federal 68650	\$421,810.00	MVWSD has two dedicated New Teacher Support Providers. Currently they are serving 32 teachers. 11 teachers are in year 1 and 21 are in year 2 of the program.
4.2	Employee Retention and Support Develop and consistently implement district-wide policies and practices that focus on retention, differentiation, and ongoing support.	On-going	No		Local 1000	\$1,000.00	The District has developed a district-wide hiring team. The District is working on the development of the onboarding team and handbooks for use as we begin the hiring

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
	<p>In the 2021-22 school year, the District will be working to refine and implement practices that support employees. The District will develop District-wide hiring and onboarding teams, and develop and consistently implement an onboarding process for all new staff. Additionally, District Staff Handbooks will be created to provide consistent information about District policies and procedures.</p> <p>Research indicates that employees that are engaged and supported at work are more likely to stay. They feel a stronger bond to their organization's mission and purpose and this reduces turnover that can be costly.</p>						process for the upcoming year.
4.3	<p>Professional Development Committee Convene a professional development committee with classified staff to develop recommendations for classified staff professional development tailored to specific job classifications. Professional development helps employees continue to not only be competent in their profession, but also</p>	On-going	No		Local 500	\$500.00	The District is working closely with the classified union to develop a professional development committee. The committee will convene in the Spring.

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
	excel in it. Actively pursuing professional development ensures that knowledge and skills stay relevant and up to date.						
4.4	Hiring Process Refine newly implemented hiring process. The District implemented a new, standardized hiring process in 2019-20 to ensure that hiring team members are using the same reference points when making hiring decisions. In keeping with a consistent format of the hiring process, it becomes a lot easier to compare one candidate to another and make the best decisions for the District.	On-going	No	LCFF 0 Other State 0 Local 0 Federal 0	LCFF 0 Other State 0 Local 0 Federal 0	\$0.00	The District hiring team engaged in additional calibration activities this year to ensure that the members of the team are making the most effective hiring decisions. Training and calibration activities will be expanded before the hiring activities begin for the 2022-23 school year.
4.6							

Goal 5

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

Rationale

Students' access to various resources such as technology, facilities, and nutrition positively correlates to their ability to fully take advantage of educational opportunities. The District has eleven school sites that were remodeled and or built at different points over the years. To ensure that all schools have equitable technology, facilities, and access to materials, standardized rubrics and systems for evaluation to meet site needs will be put into place.

This goal is aligned to the District's SP 2027 Goal Area 5 and State Priority 1.

Expected Annual Measurable Objectives for Goal 5

Priority	Metric	Baseline	Year 1 Mid-Year Progress	Desired Outcome for 2023-24
	Percentage of School Facilities in Good Repair per the Facility Inspection Tool.	Facilities in Good Repair: 7,914 (98%)	Facilities in Good Repair - 9.043 - 99.2%	Maintain or Increase the number of facilities in Good Repair to 8,045 (99%).
	Percentage of completed work orders in Service Now.	99% of work orders were completed	As of December 17, 2022 90% of submitted work orders have been completed.	Maintain or improve to 100% of works orders submitted being completed.
	Percentage of students reporting that my school is clean on the LCAP/Climate Survey.	41% of students agreed or strongly agreed (this survey was given while students were in distance learning).	Survey will be administered in February and results available in March 2022	Increase percentage of students reporting my school is clean to 71% on the District's annual 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.	100% of students had access to their own copies of standards aligned instructional materials for use at school and at home as approved during the the Public Hearing and Resolution on Sufficiency of Pupil Textbooks and Instructional Materials Aligned to the Academic Content Standards and Consistent with Content and Cycles of State Frameworks 2020-2021 on September 17, 2021.	100% of students had access to their own copies of standards aligned instructional materials for use at school and at home as approved during the the Public Hearing and Resolution on Sufficiency of Pupil Textbooks and Instructional Materials Aligned to the Academic Content Standards and Consistent with Content and Cycles of State Frameworks 2020-2021 on September 9, 2021.	Maintain 100% of students having access to standards aligned instructional materials for use at school and at home

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	Percentage of staff reporting that my school is well-maintained on the LCAP/Climate Survey.	90% agreed or strongly agreed	Survey will be administered in February and results available in March 2022	Increase to 95% agree or strongly agree.
	Percentage of staff reporting that the facilities at my school are up to date on the LCAP/Climate Survey.	83% agreed or strongly agreed	Survey will be administered in February and results available in March 2022	Increase to 88% agree or strongly agree

Actions and Services

Goal/Action	Action Title/Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
5.1	Site walkthroughs by the Director of Maintenance The Director of Maintenance will walk campuses with site principals at least 1 time each month to ensure that campus facilities are safe and clean.	On-going	No	LCFF 0 Other State 0 Local 0 Federal 0	LCFF 0 Other State 0 Local 0 Federal 0	\$0.00	The Director of Maintenance has focused on COVID walkthroughs at all sites to ensure health and safety protocols are in place. General walkthroughs with site principals will be scheduled as needed.
5.2	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. Issuing new devices at these specific grade levels will ensure that students have access to a fully supported Chromebook	On-going	No	Local 500000		\$500,000.00	Supply chain issues resulted in a 6 month delay with delivery of the Chromebooks. Once the Chromebooks arrived the priority was given to TK and K students that hadn't received a device yet this school year. Those devices were all delivered by the end of November and the focus is now on deploying new Chromebooks to our current 5th grade students.

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	throughout their time in MVWSD and ensures a stable budget each year as the cost for the devices is similar year to year.						
5.3	MVWSDConnect MVWSDConnect is the District's project 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.	On-going	No		Other State 300000	\$300,000.00	One site is set up with CBRS radios and we have tested the set up to ensure reliability and range. We are now identifying families that live near that site that we can move from a hotspot over to the CBRS network. We are also working on deploying additional radios at three more sites.
5.4	Equitable Facilities and Resources Develop Districtwide equitable facility, technology, and student resource standards that are publicly available and shared with stakeholders. 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. Research indicates that building conditions strongly	On-going	No	Local 4200		\$4,200.00	The District has held two meetings to discuss creating standards for our facilities. Future meetings have been temporarily put on hold due to COVID but we will be meeting again before the end of the school year.

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	influence a school's social climate. Physical problems recorded at the schools — including a lack of windows, low indoor air quality, leaking roofs and water stains — are correlated with students' negative perception of their schools' social climate. Students in schools with poor facilities were less likely to go to school thus resulting in lower test scores.						
5.5	<p>Meals for Students Ensure every child that needs food has the opportunity for a nutritionally balanced daily meal.</p> <p>MVWSD wants to ensure that all students who need food are able to get meals daily. Even with the extension of the Seamless Summer Program which allows District's or provide free meals to all students, many families do not have students participate in the program. During the 2021-22 school year the District will work to investigate how many students could benefit from daily meals regardless of if they qualify for free or reduced or are not taking a meal currently to research reasons why students may</p>	On-going	No	LCFF 0 Other State 0 Local 0 Federal 0	LCFF 0 Other State 0 Local 0 Federal 0	\$0.00	The State has implemented free breakfast and lunch for every student and has provided funding to continue the program next year. We anticipate that the State will continue to provide funding for the program due to the need . Currently our Child Nutrition department is adjusting to supply chain issues and lack of staffing due to COVID. We are putting in food orders a month in advance and then adjusting our menu once we know what is delivered. We have had about half of our food deliveries canceled for a variety of different reasons

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	<p>not be participating. The District will also do outreach to encourage use of the meal programs and offer scholarships.</p> <p>Research indicates that school lunch is critical to student health and well-being, especially for low-income students—and ensures that students have nutrition they need throughout the day to learn.</p>						<p>ranging from lack of having a truck driver to lack of supply. The cost of food and paper goods used by Child Nutrition has also increased.</p>
5.6	<p>Flexible Learning Environments Develop and Implement feasible opportunities to offer flexible learning from home, from different schools, at different times, and other environments.</p> <p>During the 2021-22 school year, the District will create a workgroup of stakeholders to research high-leverage opportunities for flexible learning, develop a rubric for identifying high-leverage opportunities, and research possible flexible learning opportunities for physical, pedagogical, and technology. Work will continue on this action in the 2022-23 school year including piloting flexible learning opportunities.</p>	On-going	No	Local 3150		\$3,150.00	<p>This goal has been discussed and is temporarily on hold until there is more flexibility to provide remote learning from the State.</p>

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	Distance learning during the pandemic has shown some students perform better in a remote learning environment. MVWSD wants to provide flexible learning options to potentially give students the ability to enroll in courses offered at other school sites and ensure that all students have access to the same educational opportunities.						