

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

## LEA Name

Mountain View Whisman School District

## CDS Code:

43-69591-0000000

## Link to the LCAP:

*(optional)*

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## For which ESSA programs apply to your LEA?

Choose From:

### TITLE I, PART A

Improving Basic Programs Operated by  
State and Local Educational Agencies

### TITLE II, PART A

Supporting Effective Instruction

### TITLE III, PART A

Language Instruction for English Learners  
and Immigrant Students

### TITLE IV, PART A

Student Support and Academic  
Enrichment Grants

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

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

## Instructions

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

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

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

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

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

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

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

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

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

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

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

## Strategy

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

Mountain View Whisman School District (MVWSD) serves a diverse student population from preschool through eighth grade. MVWSD represents a wide range of ethnicities, languages, cultures, and economic status. Mountain View Whisman School District's main strategy for using federal funds is to supplement core programs as aligned to our LCAP and Strategic Plan. The Strategic Plan and LCAP focus on the student populations and state priorities that are in need of our attention.

Based on multiple sources of data, from the California State Dashboard, our internal interim assessments, the LCAP survey, etc., our work focuses on administrative, teacher and staff professional development, targeted support to MVWSD's designated Title I school, increased and responsive parent engagement opportunities, enhancement of daily instruction, and direct services and programs for students before and after school to bolster students' success. Specific details of targeted supports employed at our Title I school may be found in the School Plan for Student Achievement.

## Alignment

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

Mountain View Whisman School District aligns the use of federal funds to our LCAP goals and actions in our Strategic Plan. To support LCAP Goal 1, "Develop and Implement effective and consistent instructional practices that meet the needs of all students," and Goal 5, "Develop and implement plans and protocols to ensure the equitable distribution of resources that support student success," Mountain View Whisman School District provides base funding for every school. In addition to base funding, Mountain View Whisman School District identified one school to which Title I funding was allocated: Mariano Castro Elementary. Federal funding will be used primarily for direct additional support to students including the hiring of an additional staff.

A K-8 Response to Instruction (RTI) framework is in place at all schools with a required element of interim data review and targeted instruction to meet the needs of all students.

In addition to district-provided School and Community Engagement Facilitators (SCEF) at every site, federal funding will be used to maintain a part-time district level McKinney-Vento liaison responsible for the identification, oversight, and support of all homeless students in our district. The district liaison will ensure that federal funding will also be used to provide allowable resources outlined in ESSA.

To align to LCAP Goal 3, "Cultivate and maintain an inclusive and welcoming culture that acknowledges, embraces, and empowers all stakeholders," federal funding will be used for parent engagement workshops and activities organized at the district level through our Parent University program. (This is in addition to dedicated federal funding to our Title I school.) Developed internally and in collaboration with community partners, Parent University workshops are offered to families that address topics to support positive parenting, academic support at home, social emotional health, and preparing for transitions to middle school and high school. In 2022-23, some site-level family engagement opportunities targeted toward the specific needs of each school will also be under the umbrella of Parent University.

To address discipline practices that take students out of classrooms, At-Risk Intervention Supervisors (ARIS) have been hired by the district for all sites. Training of At-Risk Supervisors will be coordinated by district staff in the following areas: progressive discipline practices, culturally responsive behavior-management strategies, discipline referral management, and alternatives to suspension. Regular discipline data review meetings are conducted throughout the year with site principals to guide action steps to support students.

## ESSA Provisions Addressed Within the LCAP

Within the LCAP an LEA is required to describe its goals, and the specific actions to achieve those goals, for each of the LCFF state priorities. In an approvable LCAP it will be apparent from the descriptions of the goals, actions, and services how an LEA is acting to address the following ESSA provisions through the aligned LCFF state priorities and/or the state accountability system.

### TITLE I, PART A

#### Monitoring Student Progress Towards Meeting Challenging State Academic Standards

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(1) (A–D)	1, 2, 4, 7, 8 ( <i>as applicable</i> )

Describe how the LEA will monitor students' progress in meeting the challenging state academic standards by:

- (A) developing and implementing a well-rounded program of instruction to meet the academic needs of all students;
- (B) identifying students who may be at risk for academic failure;
- (C) providing additional educational assistance to individual students the LEA or school determines need help in meeting the challenging State academic standards; and
- (D) identifying and implementing instructional and other strategies intended to strengthen academic programs and improve school conditions for student learning.

#### Overuse in Discipline Practices that Remove Students from the Classroom

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(11)	6 <i>(as applicable)</i>

Describe how the LEA will support efforts to reduce the overuse of discipline practices that remove students from the classroom, which may include identifying and supporting schools with high rates of discipline, disaggregated by each of the student groups, as defined in Section 1111(c)(2).

**Career Technical and Work-based Opportunities**

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(12)(A–B)	2, 4, 7 <i>(as applicable)</i>

If determined appropriate by the LEA, describe how such agency will support programs that coordinate and integrate:

- (A) academic and career and technical education content through coordinated instructional strategies, that may incorporate experiential learning opportunities and promote skills attainment important to in-demand occupations or industries in the State; and
- (B) work-based learning opportunities that provide students in-depth interaction with industry professionals and, if appropriate, academic credit.

## TITLE II, PART A

### Title II, Part A Activities

ESSA SECTION	STATE PRIORITY ALIGNMENT
2102(b)(2)(A)	1, 2, 4 ( <i>as applicable</i> )

Provide a description of the activities to be carried out by the LEA under this Section and how these activities will be aligned with challenging State academic standards.

## TITLE III, PART A

### Parent, Family, and Community Engagement

ESSA SECTION	STATE PRIORITY ALIGNMENT
3116(b)(3)	3, 6 ( <i>as applicable</i> )

Describe how the eligible entity will promote parent, family, and community engagement in the education of English learners.

## ESSA Provisions Addressed in the Consolidated Application and Reporting System

An LEA addresses the following ESSA provision as part of completing annual reporting through the Consolidated Application and Reporting System (CARS).

### TITLE I, PART A

#### Poverty Criteria

ESSA SECTION(S)	STATE PRIORITY ALIGNMENT
1112(b)(4)	N/A

Describe the poverty criteria that will be used to select school attendance areas under Section 1113.

The Mountain View Whisman School District Title I school attendance areas will be determined annually. The annual ranking of schools will be established in order from highest to lowest by percentage of the unduplicated count of socio-economically disadvantaged enrolled students. Schools with over 55% of students who are socio-economically disadvantaged shall be designated as a Title I schools. Currently the District only has one school designated as Title 1 - Mariano Castro Elementary School.



## **ESSA Provisions Not Addressed in the LCAP**

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

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

### **TITLE I, PART A**

#### **Educator Equity**

ESSA SECTION 1112(b)(2)

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

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

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

District-wide and site-level data protocols are used to analyze site and teachers performance for all subgroups of students.

Individual teacher data, which includes students' State and District assessment scores, is disaggregated and reviewed by site administrators. Administrators will then work with teachers to provide coaching or other supports needed.

Data is collected and analysis of the teacher workforce (ineffective, inexperienced, and out of field teachers) and its impact on low income and minority students is performed.

Data collection and review of local teacher evaluations and teachers on improvement plans

Once data is collected, representatives from district departments review and analyze data using a variety of tools including--root cause analysis strategies/protocols and CDE provided data tables. Outcomes of this analysis are shared with various stakeholder groups as needed and input is solicited.

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

According to a review of teacher assignment data from the California Department of Education's online tool, Mountain View Whisman School District had one ineffective/misassigned teacher in each of the following schools: Bubb Elementary (16% low-income, 69% minority), Landels Elementary (20% low-income, 72% minority), Stevenson Elementary (7% low-income, 67% minority) and Theuerkauf Elementary (33% low-income, 78% minority). These teachers had emergency permits while completing an official authorization.

Upon review of out of field teacher data, it was concluded that low income students were not taught at higher rates than other students by out-of-field teachers. Mountain View Whisman School District had four out-of-field teachers. The out-of-field teachers at Bubb Elementary (16% low-income, 69% minority), Landels Elementary (20% low-income, 72% minority), Stevenson Elementary (7% low-income, 67% minority), and Theuerkauf Elementary (33% low-income, 78% minority). All of these teachers had emergency permits while completing an official authorization.

Based on a review of data from the California Department of Education's online tools and tables, improvements were made to ensure that low-income students were not taught at higher rates than other students by inexperienced teachers. The three schools with the highest percent of inexperienced teachers were Stevenson Elementary School (7% low income students and 31% inexperienced teachers), Landels Elementary School (20% low income students and 17% inexperienced teachers), and Mistral Elementary School (44% low income students and 17% inexperienced teachers). Mistral is a Dual Immersion School and historically it has been challenging to staff due to certification requirements.

At the schools with the highest minority enrollments (Mariano Castro 94% and Mistral 82%), 13% and 17% of teachers were classified as inexperienced, respectively.

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

## **Parent and Family Engagement**

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

Describe how the LEA will carry out its responsibility under Section 1111(d).

Mountain View Whisman School District will use the broader strategy outlined in the Strategic Plan to effectively implement parent and family engagement. In addition, strategies and actions are aligned to LCAP Goal 3: "Cultivate and maintain an inclusive and welcoming culture that acknowledges, embraces, and empowers all stakeholders." To support and promote increased parent and family engagement, the district works with site level and district stakeholders to review, and revise the parent engagement policy

Mountain View Whisman School District is committed to communicating with families in the languages and methods that reach them most effectively. Weekly communication in the form of district and site newsletters inform families of key updates and events happening in various locations. All district communications are disseminated in both English and Spanish and are made available in other languages upon request. Reasonable accommodations are made for families and parents with disabilities. This includes, but is not limited to translation and interpretation in Spanish at meetings and in other languages when requested. In response to the COVID-19 pandemic, our superintendent's office began bi-monthly Community Check in meetings. At these Zoom meetings, families can listen to the Superintendent as he gives updates on key topics and they can receive answers to their questions directly from the superintendent. The superintendent also hosts several "Cafecitos" over the course of the school year, which are similar to Community Check in meetings but are conducted in Spanish with interpretation provided. In addition, principals also host regular "Principal's Coffee" meetings to provide families with site updates, to answer questions from parents, and to solicit and discuss feedback to inform future actions.

Annually, district-wide evening learning opportunities that help empower parents and families with tools and information to engage in their child's education are delivered in a series of "Parent University" workshops. Past topics have included positive parenting, social emotional health, understanding State Standards, technology training, numeracy and literacy, understanding local and State assessments, working with teachers and the school to support and monitor students' success/progress, and transitions from preschool to Kindergarten/Transitional Kindergarten, transitions from Elementary to Middle School, and transitions from Middle School to High School. Due to the pandemic, all such events since 2021 have been held virtually over Zoom, recorded, and posted on the district website. This method of delivery allowed more families to access the learning than ever before. This is in addition to the District providing resources to every site to execute site level family engagement opportunities.

To develop staff in the area of parent and family engagement, our principals regularly train teachers and other staff on best practices for parent partnerships, especially at designated events such as Back to School Night, Parent Teacher Conferences, and Open House. Since 2020-21, Mountain View Whisman School District has employed a Director of Equity in order to train staff on, among other subjects, the principles behind equitable and inclusive work with families and suggested actions to be taken at the site level.

Currently, Mountain View Whisman School District does not have any migrant families; however, should this become the case, the district has planned for and will be ready to provide opportunities for the informed participation of such families through the use of entry and pre-absence meetings to discuss and plan for the extended period of absence of students from school. Transition meetings for migrant families will be held upon a student's return to the district at the end of an extended absence and school and community engagement facilitators along with principals will support smooth transitions for families and parents to address any needs and/or gaps created by the student's extended absence.

Describe the strategy the LEA will use to implement effective parent and family engagement under Section 1116.

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

Currently, Mountain View Whisman School District does not have any programs under Targeted Support and Improvement (TSI) or Comprehensive Support and Improvement (CSI). However, should this become the case, the district will partner with parents, families, and the county office of education to develop a plan to improve student outcomes. The district has planned for and will be ready to utilize communication strategies such as frequent Principal's Coffees and Superintendent Check-Ins. The district is also prepared to continue the attendance data tracking and pupil re-engagement strategies pioneered in 2020-21 via the Learning Continuity and Attendance Plan, which involve detailed data management and response protocols as well as regular district-site check ins and collaboration meetings regarding student engagement. To assist families with understanding both the reasons their school is in TSI or CSI and the plan for improvement, district- and site-developed parent learning sessions on these topics will be developed to address the specific needs of that community.

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

ESSA SECTIONS 1112(b)(5) and 1112(b)(9)

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

Mountain View Whisman School District conducts a school wide program at Mariano Castro Elementary School. The site supplements district provided resources and operates School-wide programs and supports with federal monies to offer the following: summer school, and additional staffing based on need, including an additional At-Risk Intervention Supervisor and additional School and Community Engagement Facilitator, additional training for teachers over and above district provided coaching support and training. Further detail of the materials, supports and services at our school wide programs may be found in the site's School Plan for Student Achievement.

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

### **THIS ESSA PROVISION IS ADDRESSED BELOW:**

N/A

## **Homeless Children and Youth Services**

ESSA SECTION 1112(b)(6)

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

### **THIS ESSA PROVISION IS ADDRESSED BELOW:**

Mountain View Whisman School District provides homeless children and youth support with enrollment, attendance, and overall success as coordinated and monitored by an assigned part-time district McKinney-Vento Liaison who is also a School and Community Engagement Facilitator. The liaison assists with the initial identification of homeless children and youth and supports any needs that may hamper a child's potential for success. In addition, the district liaison collaborates with the school site School and Community Engagement Facilitators to coordinate additional support from local and government agencies and align ESSA provisions as needed. Designated funding is used to coordinate transportation, tutoring, medically necessity items etc. to address the barriers to fully access education in Mountain View Whisman School District. Families are notified annually by the liaison of their verified status and points of contact for support. An information- and needs update/intake session with the district liaison to determine and address needs is held annually. Homeless children and youth are supported by immediate eligibility for enrollment, scholarship, grant and/or district funding of extracurricular activities and after or before school programming. The McKinney-Vento Liaison is responsible for training staff annually during administrative meetings about her role and the services available to children and families designated as homeless under the provisions of the McKinney-Vento Homeless Assistance Act.

## **Student Transitions**

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

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

As a TK-8 school district, we do not offer career counseling nor do we offer dual enrollment opportunities; however, the District does include a spring "High School Readiness" Parent University parent education night and a vertical articulation meeting between the local high school district and Mountain View Whisman School District staff that is focused on effective transition strategies and student and family needs. In addition, 5th grade transition/orientation trips to middle schools within our district are coordinated and executed annually and we also provide a spring "Middle School Readiness" Parent University event for parents and students. Continued partnerships with nonprofit organizations will focus on upper grade and secondary education transition success. Such partners are Peninsula Bridge and Foothill College/Family Engagement Institute.

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

To support early learning transitions from Pre-K or Transitional Kindergarten to Kindergarten Kindergarten enrollment includes opportunities for virtual and in-person school and classroom visits. Our preschool program also shares data with elementary sites with incoming students who attended a district Transitional Kindergarten or Preschool program in the previous year. Furthermore, to support at-risk populations and families that are Title I identified, a School and Community Engagement Facilitator connects individually with families to review needs and develop proactive strategies for continued student success. For students with disabilities, a transition meeting is held with the outgoing and the incoming teams at the school site in which they will be attending. The meeting is focused on coordinating supports, academic needs and any other components specific to meeting the needs of both the student and family.

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

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

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

As a K-8 school district, we do not offer career counseling nor do we offer dual enrollment opportunities; however, the District does include a spring "High School Readiness" Parent University parent education night and a vertical articulation meeting between the local high school district and Mountain View Whisman School District staff that is focused on effective transition strategies and student and family needs. In addition, 5th grade transition/orientation trips to middle schools within our district are coordinated and executed annually and we also provide a spring "Middle School Readiness" Parent University event for parents and students. Continued partnerships with nonprofit organizations will focus on upper grade and secondary education transition success. Such partners are Peninsula Bridge and Foothill College/Family Engagement Institute.

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

### **Additional Information Regarding Use of Funds Under this Part**

ESSA SECTION 1112(b)(13) (A–B)

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

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

### **THIS ESSA PROVISION IS ADDRESSED BELOW:**

Mountain View Whisman School District uses a Response to Instruction (RTI) framework at every school site to address the needs of every child. This includes assisting schools to identify and serve students on all levels of academic performance. RTI staffing is allocated and provided for per a district allocation formula.

We assist schools in developing effective school library programs to provide students an opportunity to develop digital literacy skills and improve academic achievement through recent upgrades and improvements to all school libraries. We have updated digital catalog systems and employ library technicians at all sites. The library technicians work as partners with the teaching staff at each site to find resources and support projects and curriculum.

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

## **TITLE I, PART D**

### **Description of Program**

ESSA SECTION 1423(1)

Provide a description of the program to be assisted [by Title I, Part D].

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

NA

### **Formal Agreements**

ESSA SECTION 1423(2)

Provide a description of formal agreements, regarding the program to be assisted, between the LEA and correctional facilities and alternative school programs serving children and youth involved with the juvenile justice system, including such facilities operated by the Secretary of the Interior and Indian tribes.

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

NA

### **Comparable Education Program**

ESSA SECTION 1423(3)

As appropriate, provide a description of how participating schools will coordinate with facilities working with delinquent children and youth to ensure that such children and youth are participating in an education program comparable to one operating in the local school such youth would attend.

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

NA

### **Successful Transitions**

ESSA SECTION 1423(4)

Provide a description of the program operated by participating schools to facilitate the successful transition of children and youth returning from correctional facilities and, as appropriate, the types of services that such schools will provide such children and youth and other at-risk children and youth.

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

NA

### **Educational Needs**

ESSA SECTION 1423(5)

Provide a description of the characteristics (including learning difficulties, substance abuse problems, and other special needs) of the children and youth who will be returning from correctional facilities and, as appropriate, other at-risk children and youth expected to be served by the program, and a description of how the school will coordinate existing educational programs to meet the unique educational needs of such children and youth.



**THIS ESSA PROVISION IS ADDRESSED BELOW:**

NA

**Social, Health, and Other Services**

ESSA SECTION 1423(6)

As appropriate, provide a description of how schools will coordinate with existing social, health, and other services to meet the needs of students returning from correctional facilities, at-risk children or youth, and other participating children or youth, including prenatal health care and nutrition services related to the health of the parent and the child or youth, parenting and child development classes, child care, targeted reentry and outreach programs, referrals to community resources, and scheduling flexibility.

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

NA

**Postsecondary and Workforce Partnerships**

ESSA SECTION 1423(7)

As appropriate, provide a description of any partnerships with institutions of higher education or local businesses to facilitate postsecondary and workforce success for children and youth returning from correctional facilities, such as through participation in credit-bearing coursework while in secondary school, enrollment in postsecondary education, participation in career and technical education programming, and mentoring services for participating students.

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

NA

**Parent and Family Involvement**

ESSA SECTION 1423(8)

Provide a description of formal agreements, regarding the program to be assisted, between the

- (A) LEA; and
- (B) correctional facilities and alternative school programs serving children and youth involved with the juvenile justice system, including such facilities operated by the Secretary of the Interior and Indian tribes.

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

NA

**Program Coordination**

ESSA SECTION 1423(9–10)

Provide a description of how the program under this subpart will be coordinated with other Federal, State, and local programs, such as programs under title I of the Workforce Innovation and Opportunity Act and career and technical education programs serving at-risk children and youth.

Include how the program will be coordinated with programs operated under the Juvenile Justice and Delinquency Prevention Act of 1974 and other comparable programs, if applicable.



**THIS ESSA PROVISION IS ADDRESSED BELOW:**

NA

**Probation Officer Coordination**

ESSA SECTION 1423(11)

As appropriate, provide a description of how schools will work with probation officers to assist in meeting the needs of children and youth returning from correctional facilities.

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

NA

**Individualized Education Program Awareness**

ESSA SECTION 1423(12)

Provide a description of the efforts participating schools will make to ensure correctional facilities working with children and youth are aware of a child's or youth's existing individualized education program.

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

NA

**Alternative Placements**

ESSA SECTIONS 1423(13)

As appropriate, provide a description of the steps participating schools will take to find alternative placements for children and youth interested in continuing their education but unable to participate in a traditional public school program.

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

NA

## **TITLE II, PART A**

### **Professional Growth and Improvement**

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

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

#### **THIS ESSA PROVISION IS ADDRESSED BELOW:**

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

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

To support advancement of teachers, instructional coach pathways are provided and annual opportunities are advertised and made available to all teachers interested in taking a next step in their careers towards coaching and/or administration.

In addition, staff such as School and Community Facilitators and At-Risk Intervention Supervisor also receive regular professional development to improve their technical and soft skills. MVWSD is committed to increasing the capacity of these staff as they interface directly with our students and families, often those who are traditionally underserved. In addition to setting and checking in on professional goals throughout the year, monthly group meetings of these teams include opportunities to develop technology, communication, and leadership skills, all of which are critical to their success and by extension the success of their schools.

Annual reviews of various teacher development efforts are conducted through surveys such as the Silicon Valley New Teacher Project participant survey and the annual Climate Survey (which includes areas pertaining to professional development). Our current Strategic Plan and LCAP also has actions to assess teacher development efforts: a professional development committee for classified and certificated staff will review development opportunities and obtain feedback, leading to the development of improved, high quality professional development programs including, but not limited to, differentiation, collaboration, and data-driven practices. Additionally, information on the quality/effectiveness of professional development is also collected through feedback opportunities with administrators and instructional coaches at sites. Adjustments in support and offerings are made annually based on a review of feedback and data.

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

### **Prioritizing Funding**

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

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

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

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

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

**Data and Ongoing Consultation to Support Continuous Improvement**

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

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

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

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

The District uses a combination of data to inform improvements to activities and supports under the Title II program. Each year, in addition to a review of student achievement data from state and local assessments, the district reviews results of LCAP/Climate surveys (all stakeholders are included in this survey) and a teacher participant survey administered by the Santa Cruz/Silicon Valley New Teacher Project. In addition to the use of data from these sources, annual retention and teacher effectiveness data is reviewed and used to make decisions about teacher/leader support programs. Each site level and district level parent/community committee is consulted and included in the development of plans for use of funding under Part A Title II. English language advisory and school site councils are a part of the constituent groups consulted (includes parents, community members, and staff).

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

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

## **TITLE III, PART A**

### **Title III Professional Development**

ESSA SECTION 3115(c)(2)

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

#### **THIS ESSA PROVISION IS ADDRESSED BELOW:**

Mountain View Whisman School district will provide effective, targeted and differentiated professional development in English learner instructional strategies, culturally responsive pedagogy, responsive practices, and use of technology for classroom teachers, principals, other school leaders, administrators and other school community-based personnel in a variety of ways. School classified staff (secretaries, at-risk intervention supervisors, school and community engagement facilitators) will be trained at scheduled meetings throughout the year in addition to participating in offered various other training meetings in partnership with local agencies. In addition, classified staff will be supported and encouraged to participate in local and national training conferences and opportunities pertaining to English learners, immigrant families and cultural responsiveness.

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

Moreover, an afternoon/evening training schedule is created yearly. Staff development topics will include English Learning Development lesson planning and delivery, English learner newcomer strategies, long term English learner support, online program use to improve student outcomes and culturally responsive pedagogy.

### **Enhanced Instructional Opportunities**

ESSA SECTIONS 3115(e)(1) and 3116

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

#### **THIS ESSA PROVISION IS ADDRESSED BELOW:**

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

### **Title III Programs and Activities**

ESSA SECTIONS 3116(b)(1)

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

#### **THIS ESSA PROVISION IS ADDRESSED BELOW:**

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

English learner newcomer students will be provided with an Imagine Learning license to bolster acquisition of the English language through online individualized learning. For all English learner students and their classroom teachers, Learning A-Z online curriculum and reading program licenses with academic language and ELD English learner specific components will be provided and used as supplementary to the core curriculum.

## **English Proficiency and Academic Achievement**

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

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

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

### **THIS ESSA PROVISION IS ADDRESSED BELOW:**

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

## TITLE IV, PART A

### Title IV, Part A Activities and Programs

#### ESSA SECTION 4106(e)(1)

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

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

#### **THIS ESSA PROVISION IS ADDRESSED BELOW:**

Mountain View Whisman School District conducts an annual needs assessment as a part of the LCAP development process that includes a full review of student achievement data, culture and climate data, technology integration, and attendance/discipline data. This needs assessment process includes opportunities for all stakeholders to provide input and analyze data. Once data is collected, the data is reviewed and analyzed by teams from the following divisions/departments: English Learner, Assessment, Curriculum and Instruction, Business Services, Human Resources, Technology, Special Education and Maintenance and Operations. Data is shared with external stakeholder groups such as classified and certificated staff, school site groups (ELAC, School Site Council and PTA), and district wide committees (DELAC, District Advisory Committee, and the Board of Education). Input is solicited regarding identification of challenges to address, and a plan is developed to implement strategies for future improvement. Surveys and group meetings/presentations are the main vehicles for collecting stakeholder input for plan development.

MVWSD will utilize Title IV funds for specialized NGSS professional development for our Science (STEAM) teachers. The professional development sessions will be conducted through Discovery Education, a long-standing district partner in our efforts to improve science instruction across all elementary schools. Our STEAM teachers and Instructional Coaches will participate in professional development and will be trained on how to integrate scientific phenomena and the Engineering Design Process across content areas with focus on problem-driven learning. Elementary School Principals will also be trained so they are equipped to provide oversight and support for Discovery Education implementation at their sites. All participants will also be provided job-embedded one-on-one instructional support with the Discovery Education trainer through the year. This effort will lead to the development of a well-rounded science experience and help build a foundation for integrated STEAM instruction for all elementary students.