

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

School Year

2024-25

Date of Board Approval

June 13, 2024

LEA Name

Mountain View Whisman School District

CDS Code:

43-69591-0000000

Link to the LCAP:

(optional)

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.

This template is designed to be used by LEAs who already have completed their LCAP Federal Addendum and received approval from CDE. This template will support LEAs with the review of their LCAP Federal Addendum and revision.

The review and revision of the LCAP Federal Addendum do not need to be submitted to CDE for approval. However, an LEA should have their local Board approve any revisions.

Even if the LEA plans to transfer all of its title funds, it must still address all of the provisions of the title from which it is transferring its funds. The LEA must first meet the application requirements of those funds before it can elect to transfer those funds to another title.

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, including 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 before and after school to bolster students. 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 outlined 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 1.25 FTE McKinney-Vento liaisons responsible for the identification, oversight, and support of all homeless students in our district. The district liaisons 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. Parents can access three different types of sessions: district-wide "Speaker Series", school-based "Extension Series", or Spanish-language "Seminario."

To address discipline practices that take students out of classrooms, At-Risk Intervention Supervisors (ARIS) have been hired by the district to support sites with demonstrated needs for behavioral support. 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) – *Not Applicable to Charters and Single School Districts.*

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.

NOTE: In this section, LEAs must identify and address disparities. Tools on the CDEs website (<https://www.cde.ca.gov/pd/ee/peat.asp>) can help with this process. LEAs are required to specifically address the following at comparable sites:

1. What # and % of teachers at sites are inexperienced, misassigned, or out-of-field in relation to:
 - a. Number of low-income students
 - b. Number of minority students
2. Does the LEA have an educator equity gap –
 - a. If yes, must create a plan which must include root cause analysis of the disparity
 - b. A plan must be created with meaningful educational partner engagement.

Educator Equity Data Tables available [here](#).

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 support 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

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 teacher in each of the following elementary schools: Castro Elementary (76% low-income, 95% minority) and Mistral Elementary (53% low-income, 87% minority). There were also two Ineffective teachers at Graham Middle School (29% low-income 77% minority). These teachers had emergency permits while completing an official authorization. No other elementary schools had any Ineffective teachers.

In 2023-24, Mountain View Whisman School District had two Out-of-Field teachers at Imai Elementary (13% low-income, 74% minority) and at Monta Loma Elementary (33% low-income, 76% minority). MVWSD also had one Out-of-Field teacher at Bubb Elementary (21% low-income, 71% minority) and one at Crittenden Middle School (26% low-income, 75% minority).

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 two schools with the highest percent of inexperienced teachers were Theuerkauf Elementary (21% inexperienced teachers, 35% low income, 79% minority) and Mistral Elementary (19% inexperienced teachers, 51% low-income 84% minority).

At the schools with the highest minority enrollments (Castro 96% and Mistral 87%), 23% and 14% of teachers were classified as inexperienced, respectively.

The situation with Castro and Mistral having the only two Ineffective elementary teachers in the district will be monitored and if the situation continues in 2024-25, steps will be taken to address the inequities. These steps could include 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 to meet requirements for teacher certification.

On November 6, 2019, the SBE approved updated definitions for "ineffective" and "out-of-field" teachers to be included in the amended California ESSA Consolidated State Plan.

Term	Definition
Ineffective teacher	An ineffective teacher is any of the following: <ul style="list-style-type: none"> <li data-bbox="451 1913 1466 1969">• An individual whose assignment is legally authorized by an emergency permit that does not require possession of a full teaching license; or

	<ul style="list-style-type: none"> • A teacher who holds a teaching credential but does not possess a permit or authorization that temporarily allows them to teach outside of their credentialed area (misassigned) • An individual who holds no credential, permit, or authorization to teach in California. <p>Under this definition, teachers with the following limited emergency permits would be considered ineffective:</p> <ul style="list-style-type: none"> • Provisional Internship Permits, • Short-Term Staff Permits • Variable Term Waivers <p>Substitute permits or Teaching Permits for Statutory Leave (TSPL) holders serving as the teacher of record</p>
Out-of-field teacher	<p>A credentialed out-of-field teacher is: A credentialed teacher who has not yet demonstrated subject matter competence in the subject area(s) or for the student population to which he or she is assigned. Under this definition, the following limited permits will be considered out of the field:</p> <ul style="list-style-type: none"> • General Education Limited Assignment Permit (GELAP) • Special Education Limited Assignment Permit (SELAP) • Short-Term Waivers • Emergency English Learner or Bilingual Authorization Permits <p>Local Assignment Options (except for those made pursuant to the <i>California Code of Regulations</i>, Title 5, Section 80005[b])</p>
Inexperienced Teacher	A teacher who has two or fewer years of teaching experience.
Minority Student	A student who is American Indian/Alaska Native, Asian, African American, Filipino, Native Hawaiian/Pacific Islander, Hispanic, or Two or More Races Not Hispanic.
Low-Income Student	A student who is eligible to receive Free or Reduced-Price Meals

Parent and Family Engagement

ESSA SECTIONS 1112(b)(3) and 1112(b)(7)

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

Mountain View Whisman School District will use the broader strategy outlined in the Strategic Plan to effectively implement parent and family engagement. These 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. Our superintendent's office also hosts 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 at the district and school site levels. 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. Additionally, the District provides 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.

For migrant families, the district has planned for and is 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.

To meet this requirement, LEAs must provide a description of the following:

ESSA Section 1112(b)(3): how the LEA will carry out its responsibilities under paragraphs (1) and (2) of Section 1111(d);

1. How the LEA will involve parents and family members at identified schools in jointly developing Comprehensive Support and Improvement plans
2. How the LEA will involve parents and family members in identified schools in jointly developing the Targeted Support and Improvement plans
3. In the absence of the identification of any schools for Comprehensive Support and Improvement (CSI) or any schools for Targeted Assistance and Intervention (TSI), the LEA may write N/A. This provision will not be reviewed.

ESSA Section 1112(b)(7): the strategy the LEA will use to implement effective parent and family engagement under Section 1116; shall include how the LEA and its schools will build capacity for parent and family engagement by:

1. Describe the LEA parent and family engagement policy, and how it was developed jointly with, agree on with, and distribute to, parents and family members of participating children a written parent and family engagement policy (ESSA Section 1116(a)).

2. Describe how the LEA will provide assistance to parents of children served by the school or local educational agency, as appropriate, in understanding such topics as the challenging State academic standards, State and local academic assessments, the requirements of this part, and how to monitor a child's progress and work with educators to improve the achievement of their children; (ESSA Section 1116(e)(1))
3. Describe how the LEA will provide materials and training to help parents to work with their children to improve their children's achievement, such as literacy training and using technology (including education about the harms of copyright piracy), as appropriate, to foster parental involvement; (ESSA Section 1116(e)(2))
4. Describe how the LEA will educate teachers, specialized instructional support personnel, principals, other school leaders, and other staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school; (ESSA Section 1116(e)(3))
5. Describe how the LEA will to the extent feasible and appropriate, coordinate and integrate parent involvement programs and activities with other Federal, State, and local programs, including public preschool programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children; (ESSA Section 1116(e)(4))
6. Describe how the LEA will ensure that information related to school and parent programs, meetings, and other activities is sent to the parents of participating children in a format and, to the extent practicable, in a language the parents can understand (ESSA Section 1116(e)(5))
7. Describe how the LEA will provide such other reasonable support for parental involvement activities as parents may request (ESSA Section 1116(e)(14)).
8. Describe how the LEA will provide opportunities for the informed participation of parents and family members (including parents and family members who have limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children), including providing information and school reports in a format and, to the extent practicable, in a language, such parents understand (ESSA Section 1116(f)).

Also, include how the LEA will align parent involvement required in Section 1116 with the LCAP educational partner engagement process.

THIS ESSA PROVISION IS ADDRESSED BELOW:

For any Mountain View Whisman School District schools that are identified for Targeted Support and Improvement (TSI) or Comprehensive Support and Improvement (CSI), the district partners with parents, families, and the county office of education to develop a plan to improve student outcomes. The district utilizes communication strategies such as frequent Principal's Coffees and Superintendent Check-Ins. The district also conducts attendance data tracking and pupil re-engagement strategies involving 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 are 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: additional staffing based on need, including an additional At-Risk Intervention Supervisor and an additional part-time School and Community Engagement Facilitator 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 one full time and one part-time district McKinney-Vento Liaison who are both also School and Community Engagement Facilitators. The liaisons assist with the initial identification of homeless children and youth and support any needs that may hamper a child's potential for success. In addition, they collaborate 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 necessary 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 session with the district liaisons 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 Liaisons are responsible for training staff annually about their 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 session 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 mission-aligned nonprofit organizations will also focus on upper grade and secondary education transition success.

Parent education 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 the district provides opportunities for virtual and in-person school and classroom visits. Our preschool program also shares data with elementary sites for incoming students who attended a district Transitional Kindergarten or Preschool program in the previous year. Furthermore, to support at-risk populations, 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) through coordination with institutions of higher education, employers, and other local partners; and
- (B) through 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 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 session 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 mission-aligned nonprofit organizations will also focus on upper grade and secondary education transition success. Past and current community partners include Peninsula Bridge and the Foothill College Family Engagement Institute and their instructors.

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 Multi-Tiered System of Supports (MTSS) framework at every school site to address the needs of every child. Within MTSS, our Response to Instruction (RTI) framework is a key part of how we assist 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

(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

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)

As appropriate, provide a description of how the program will involve parents and family members in efforts to improve the educational achievement of their children, assist in dropout prevention activities, and prevent the involvement of their children in delinquent activities.

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:

Address these questions:

1. Please provide a description of the LEA's systems of professional growth and improvement for teachers, principals, and other school leaders.
2. Please address principals, teachers, and other school leaders separately.
3. Please explain how the systems promote professional growth and ensure improvement, including how the LEA measures growth and improvement
4. Please describe how the systems support principals, teachers, and other school leaders from the beginning of their careers, throughout their careers, and through advancement opportunities
5. Please describe how the LEA evaluates its systems of professional growth and improvement and makes adjustments to ensure continuous improvement within these systems.

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 training 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 Supervisors 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 include 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).

Address these questions:

1. Please describe the LEA's process for determining Title II, Part A funding among the schools it serves.
2. Please describe how the LEA determines funding that prioritizes CSI and TSI schools and schools serving the highest percentage of children counted under Section 1124(c).
3. Please describe how CSI and TSI schools and schools that have the highest percentage of children counted under Section 1124(c) that the LEA serves receive priority in Title II, Part A funding decisions compared to other schools the LEA serves.

THIS ESSA PROVISION IS ADDRESSED BELOW:

For Mountain View Whisman School District schools that are identified for TSI or CSI, funds are 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 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 coordinates 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:

Address these questions:

1. Please explain how the LEA coordinates its Title II, Part A activities with other related strategies, programs, and activities.
2. Please describe how the LEA uses data to continually update and improve activities supported under Title II, Part A.
3. Please describe how the LEA uses ongoing consultation described in Section 2102(b)(3) to continually update and improve activities supported under Title II, Part A.
4. Please describe the sources of data the LEA monitors to evaluate Title II, Part A activities and how often it analyzes this data.
5. Please describe the ways in which the LEA meaningfully consults with the following educational partners to update and improve Title II, Part A-funded activities:
 - a. Teachers
 - b. Principals and other school leaders
 - c. Paraprofessionals (including organizations representing such individuals)
 - d. Specialized instructional support personnel
 - e. Charter school leaders (in a local educational agency that has charter schools)
 - f. Parents
 - g. Community partners
 - h. Organizations or partners with relevant and demonstrated expertise in programs and activities
6. Please explain how often the LEA meaningfully consults with these educational partners.

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 support all areas of our LCAP through the development and support of staff to achieve our goals for students and families. This alignment is largely achieved 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.

Complete responses will:

Address professional development activities specific to English learners/Title III purposes that are:

1. designed to improve the instruction and assessment of English learners;
2. designed to enhance the ability of such teachers, principals, and other school leaders to understand and implement curricula, assessment practices and measures, and instructional strategies for English learners;
3. effective in increasing children's English language proficiency or substantially increasing the subject matter knowledge, teaching knowledge, and teaching skills of such teachers;
4. of sufficient intensity and duration (which shall not include activities such as one-day or short-term workshops and conferences) to have a positive and lasting impact on the teachers' performance in the classroom; and
5. supplemental to all other funding sources for which the LEA is eligible.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Mountain View Whisman School district provides effective, targeted and differentiated professional development in English learner instructional strategies, 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 various other training meetings offered in partnership with local agencies. In addition, classified staff are 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 are 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 is provided by instructional coaches through "in situation" and 1:1 formats throughout the year. Administrators and other leaders 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.

Complete responses will:

1. Describe the activities implemented, supplemental to all other funding sources for which the LEA is eligible, that 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 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 staff. 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.

Complete responses will:

1. Address the effective language instruction programs specific to English learners.
2. Address Title III activities that:
 - are focused on English learners and consistent with the purposes of Title III;
 - enhance the core program; and
 - are supplemental to all other funding sources for which the LEA is eligible.

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 the English Language Development portions of the adopted ELA-ELD curriculum. Additional related curricular resources such as English 3-D are used primarily at middle school level and depending on context, at the upper elementary level as well.

English learner newcomer students will be provided with an Imagine Learning or Lexia 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:

- (A) 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
- (B) meeting the challenging State academic standards.

Complete responses will:

1. Address how sites will be held accountable for meeting English acquisition progress and achievement goals for English learners.
2. Address site activities that are supplemental to all other funding sources for which the LEA is eligible.

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 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)

Each LEA, or consortium of LEAs, shall conduct the Title IV needs assessment once every 3 years. (see below)

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.

NOTE: If the LEA received more than \$30,000 in Title IV, Part A funding and did not transfer the allocation, the LEA must:

- 1. use not less than 20 percent of Title IV, Part A funds to support one or more safe and healthy student activities;
- 2. use not less than 20 percent of Title IV, Part A funds to support one or more well-rounded education activities;
- 3. use a portion of Title IV, Part A funds to support one or more effective use of technology activities; and
 - a) 15 percent max cap on effective use of technology for purchasing technology infrastructure.

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 Techsmart, a set of computer science educational course materials that are used at our middle schools for the Coding Elective courses. The platform is designed to enable strong teacher-led instruction to create a dynamic, interactive, and engaged learning environment. For the 2024-25 school year, MVWSD will license with Techsmart for their Python based coding courses, from the basics to advanced theory and techniques with an emphasis on logical thinking and problem-solving, critical thinking, and real-world coding application. Students who complete key Techsmart courses will be eligible to take the PCEP Industry Certification exam. The PCEP certification is a starting point to launch a career in software development. Students who complete Techsmart courses also have the potential to move directly into advanced computer science courses at the high school level.

To support our computer science students, staff will attend Techsmart's Teacher Coding Bootcamp professional development. Regular check-in and teacher support meetings will also be held with Techsmart consultants throughout the year.

Title IV, Part A Needs Assessment

According to the Every Student Succeeds Act (ESSA), all local educational agencies (LEAs) receiving at least \$30,000 must conduct a needs assessment specific to Title IV, Part A (ESSA Section 4106[f]). Each LEA, or consortium of LEAs, shall conduct the needs assessment once every three year (ESSA Section 4106[d][3]).

Well-rounded Education Opportunities (ESSA Section 4107)

Identify any indicators, or measures/data points to examine needs for improvement of the Title IV, Part A priority content areas.

What activities will be included within the support for a well-rounded education?

How will the activities be evaluated for the effectiveness of strategies and activities funded under Title IV, Part A. Include the indicators, or measures/data points used to determine future program planning?

Safe and Healthy Students (ESSA Section 4108)

Identify any indicators, or measures/data points to examine needs for improvement of the Title IV, Part A priority content areas.

What activities will be included within the support for safety and health of students?

How will the activities be evaluated for the effectiveness of strategies and activities funded under Title IV, Part A. Include the indicators, or measures/data points used to determine future program planning?

Effective Use of Technology (ESSA Section 4109)

Identify any indicators, or measures/data points to examine needs for improvement of the Title IV, Part A priority content areas.

What activities will be included within the support of effective use of technology? Note: No more than 15 percent on technology infrastructure (ESSA Section 4109[b])

How will the activities be evaluated for the effectiveness of strategies and activities funded under Title IV, Part A. Include the indicators, or measures/data points used to determine future program planning?

- Note: All planned activities must meet the authorized use of funds criteria located on the Title IV, Part A Authorized Use of Funds web page at <https://www.cde.ca.gov/sp/st/tivpaauthuseoffunds.asp>.

Date of LEA's last conducted needs assessment:

Title IV, Part A Program
Rural Education and Student Support Office
California Department of Education
Email: TitleIV@cde.ca.gov Web site: <https://www.cde.ca.gov/sp/st/>

California Department of Education
February 2022