

§ 15497.5. Local Control and Accountability Plan and Annual Update Template.



An Introduction to Mill Valley School District

The Mill Valley School District is located 8 miles north of San Francisco and the Golden Gate Bridge in Marin County, California. The district has five elementary schools and one middle school with an enrollment of approximately 3,250 students in grades K through 8. Four of the schools are located within the City of Mill Valley, while two are located in the adjacent unincorporated areas of Strawberry Point and Tamalpais Valley. The District also includes the unincorporated communities of Alto, Almonte, Homestead Valley, and Muir Beach. Mill Valley has been rated as one of the top 20 best small towns in America by Smithsonian magazine.

Recognized and respected at both the state and national levels, the Mill Valley School District has developed a reputation for its ability to create exceptional learning programs. Teachers are given the academic freedom and support to create higher level learning activities and projects, designed to challenge the “whole child”.

Our Vision - Our learning community inspires, engages, and empowers students to become lifelong learners and productive global citizens.

Our Mission - We provide an excellent education that enables all students to achieve academic success and reach their full potential. We prepare our students to be responsible, contributing members of our community and wise stewards of our natural environment.

Mill Valley School District Points of Pride

Our Points of Pride reflect what we celebrate as achievements in the Mill Valley School District:

- A whole-child educational approach that emphasizes academic program studies, social emotional development, physical education, and the arts.
- High quality and experienced teachers, administrators, and support staff share decision-making through distributed leadership that values collaboration and diversity of opinion.
- A dynamic place to work, with highly sought-after positions, fairly negotiated union contracts and opportunities for professional development.
- Widespread community support for public education in Mill Valley, as specifically demonstrated by strong approval of parcel taxes and bond measures.
- Engaged students who are well prepared for lifelong learning in and out of the classroom.
- An exceptional music, art, dance, poetry, and drama program offered to students through the generous support of Kiddo!
- Strong, creative response to critical need from Mill Valley Community Education Foundation (Kiddo!) – with ties to local business community and respected brand-identity and leadership.
- Highly efficient and organized district/school site PTA and PTSA councils that support site level programs, and respond to essential needs of MVSD.
- Educators have the flexibility to design quality curriculum and deliver instruction to deepen student understanding. Students achieve at high levels of learning as demonstrated through multiple measures including standardized test scores.
- Prudent financial planning that helps insulate the district from the state’s funding uncertainty. The Community Financial Advisory Commission (CFAC) regularly advises the superintendent and board with a long-term financial forecast model.
- Safe, well designed, equipped, and maintained facilities that reflect the high standards of the community.
- A District that celebrates the success of students, staff, and partnerships with the Mill Valley community.
- Highly regarded schools that protect property values and the investment residents and business owners make in Mill Valley. MVSD is an asset to the community, making Mill Valley a desirable place to live and work.

LEA: Mill Valley School District

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LCAP Year: 2016

Local Control and Accountability Plan and Annual Update Template

The Local Control and Accountability Plan (LCAP) and Annual Update Template shall be used to provide details regarding local educational agencies' (LEAs) actions and expenditures to support pupil outcomes and overall performance pursuant to Education Code sections 52060, 52066, 47605, 47605.5, and 47606.5. The LCAP and Annual Update Template must be completed by all LEAs each year.

For school districts, pursuant to Education Code section 52060, the LCAP must describe, for the school district and each school within the district, goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, for each of the state priorities and any locally identified priorities.

For county offices of education, pursuant to Education Code section 52066, the LCAP must describe, for each county office of education-operated school and program, goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, who are funded through the county office of education Local Control Funding Formula as identified in Education Code section 2574 (pupils attending juvenile court schools, on probation or parole, or mandatorily expelled) for each of the state priorities and any locally identified priorities. School districts and county offices of education may additionally coordinate and describe in their LCAPs services provided to pupils funded by a school district but attending county-operated schools and programs, including special education programs.

Charter schools, pursuant to Education Code sections 47605, 47605.5, and 47606.5, must describe goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, for each of the state priorities as applicable and any locally identified priorities. For charter schools, the inclusion and description of goals for state priorities in the LCAP may be modified to meet the grade levels served and the nature of the programs provided, including modifications to reflect only the statutory requirements explicitly applicable to charter schools in the Education Code.

The LCAP is intended to be a comprehensive planning tool. Accordingly, in developing goals, specific actions, and expenditures, LEAs should carefully consider how to reflect the services and related expenses for their basic instructional program in relationship to the state priorities. LEAs may reference and describe actions and expenditures in other plans and funded by a variety of other fund sources when detailing goals, actions, and expenditures related to the state and local priorities. LCAPs must be consistent with school plans submitted pursuant to Education Code section 64001. The information contained in the LCAP, or annual update, may be supplemented by information contained in other plans (including the LEA plan pursuant to Section 1112 of Subpart 1 of Part A of Title I of Public Law 107-110) that are incorporated or referenced as relevant in this document.

For each section of the template, LEAs shall comply with instructions and should use the guiding questions as prompts (but not limits) for completing the information as required by statute. Guiding questions do not require separate narrative responses. However, the narrative response and goals and actions should demonstrate each guiding question was considered during the development of the plan. Data referenced in the LCAP must be consistent with the school accountability report card where appropriate. LEAs may resize pages or attach additional pages as necessary to facilitate completion of the LCAP.

State Priorities

The state priorities listed in Education Code sections 52060 and 52066 can be categorized as specified below for planning purposes, however, school districts and county offices of education must address each of the state priorities in their LCAP. Charter schools must address the priorities in Education Code section 52060(d) that apply to the grade levels served, or the nature of the program operated, by the charter school.

A. Conditions of Learning:

Basic: *degree to which teachers are appropriately assigned pursuant to Education Code section 44258.9, and fully credentialed in the subject areas and for the pupils they are teaching; pupils have access to standards-aligned instructional materials pursuant to Education Code section 60119; and school facilities are maintained in good repair pursuant to Education Code section 17002(d). (Priority 1)*

Implementation of State Standards: *implementation of academic content and performance standards and English language development standards adopted by the state board for all pupils, including English learners. (Priority 2)*

Course access: *pupil enrollment in a broad course of study that includes all of the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Section 51220, as applicable. (Priority 7)*

Expelled pupils (for county offices of education only): *coordination of instruction of expelled pupils pursuant to Education Code section 48926. (Priority 9)*

Foster youth (for county offices of education only): *coordination of services, including working with the county child welfare agency to share information, responding to the needs of the juvenile court system, and ensuring transfer of health and education records. (Priority 10)*

B. Pupil Outcomes:

Pupil achievement: *performance on standardized tests, score on Academic Performance Index, share of pupils that are college and career ready, share of English learners that become English proficient, English learner reclassification rate, share of pupils that pass Advanced Placement exams with 3 or higher, share of pupils determined prepared for college by the Early Assessment Program. (Priority 4)*

Other pupil outcomes: *pupil outcomes in the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Education Code section 51220, as applicable. (Priority 8)*

C. Engagement:

Parental involvement: *efforts to seek parent input in decision making at the district and each school site, promotion of parent participation in programs for unduplicated pupils and special need subgroups. (Priority 3)*

Pupil engagement: *school attendance rates, chronic absenteeism rates, middle school dropout rates, high school dropout rates, high school graduations rates. (Priority 5)*

School climate: *pupil suspension rates, pupil expulsion rates, other local measures including surveys of pupils, parents and teachers on the sense of safety and school connectedness. (Priority 6)*

Section 1: Stakeholder Engagement

Meaningful engagement of parents, pupils, and other stakeholders, including those representing the subgroups identified in Education Code section 52052, is critical to the LCAP and budget process. Education Code sections 52060(g), 52062 and 52063 specify the minimum requirements for school districts; Education Code sections 52066(g), 52068 and 52069 specify the minimum requirements for county offices of education, and Education Code section 47606.5 specifies the minimum requirements for charter schools. In addition, Education Code section 48985 specifies the requirements for translation of documents.

Instructions: Describe the process used to consult with parents, pupils, school personnel, local bargaining units as applicable, and the community and how this consultation contributed to development of the LCAP or annual update. Note that the LEA's goals, actions, services and expenditures related to the state priority of parental involvement are to be described separately in Section 2. In the annual update boxes, describe the stakeholder involvement process for the review, and describe its impact on, the development of the annual update to LCAP goals, actions, services, and expenditures.

Guiding Questions:

- 1) How have applicable stakeholders (e.g., parents and pupils, including parents of unduplicated pupils and unduplicated pupils identified in Education Code section 42238.01; community members; local bargaining units; LEA personnel; county child welfare agencies; county office of education foster youth services programs, court-appointed special advocates, and other foster youth stakeholders; community organizations representing English learners; and others as appropriate) been engaged and involved in developing, reviewing, and supporting implementation of the LCAP?
- 2) How have stakeholders been included in the LEA's process in a timely manner to allow for engagement in the development of the LCAP?
- 3) What information (e.g., quantitative and qualitative data/metrics) was made available to stakeholders related to the state priorities and used by the LEA to inform the LCAP goal setting process? How was the information made available?
- 4) What changes, if any, were made in the LCAP prior to adoption as a result of written comments or other feedback received by the LEA through any of the LEA's engagement processes?
- 5) What specific actions were taken to meet statutory requirements for stakeholder engagement pursuant to Education Code sections 52062, 52068, and 47606.5, including engagement with representatives of parents and guardians of pupils identified in Education Code section 42238.01?
- 6) What specific actions were taken to consult with pupils to meet the requirements 5 CCR 15495(a)?
- 7) How has stakeholder involvement been continued and supported? How has the involvement of these stakeholders supported improved outcomes for pupils, including unduplicated pupils, related to the state priorities?

Involvement Process	Impact on LCAP
<p>Our LCAP is largely based upon Mill Valley School District's strategic plan, which serves as the foundation for ongoing planning and accountability purposes for the district. In an effort to match the intent of the strategic plan, much of the language and concepts included in our LCAP are drawn directly from it. The strategic plan can be reviewed in its entirety, including the goals and corresponding action plans that serve as a basis for our LCAP, at www.mvschools.org.</p> <p>The strategic plan development process has involved high levels of input and participation from stakeholder groups throughout the district. We view the input from our stakeholders as highly important and it has offered us valuable information to consider for integration in the LCAP. In the development of this plan, we engaged in an ongoing, thorough, and thoughtful process that involved in-person meetings with various stakeholder groups, presentations and discussions at Board of Education meetings, and by gathering written feedback from online surveys completed by staff, parents and community members. Through these methods of gathering and disseminating information, we were able to hear different viewpoints and collect a broad spectrum of ideas that have directly affected the revision to our goals, actions and services, as is evidenced in our annual update and development of our 2016-2017 LCAP.</p> <p>Below is a list of the meetings that were held with our stakeholder groups:</p> <p>Cabinet Meetings with District Office Administrators:</p> <ul style="list-style-type: none"> - May 2, 2016 - June 6, 2016 <p>Administrative Council Meetings with District Office and Site Administrators:</p> <ul style="list-style-type: none"> - March 22, 2016 - April 5, 2016 - May 10, 2016 - May 17, 2016 - June 7, 2016 <p>MVSD Board of Education Meetings:</p> <ul style="list-style-type: none"> - January 14, 2016 - March 10, 2016 - March 24, 2016 - May 12, 2016 - May 19, 2016 - LCAP Study Session - June 16, 2016 - Public Hearing - June 23, 2015 - Approval of Plan by Board of Education 	<p>Each opportunity to engage our stakeholder groups offered valuable and insightful input that impacted the development and content of our 2016-2017 LCAP. Many suggestions were echoed across the stakeholder groups and common topics for improvement arose in multiple meetings. When determining which recommendations to integrate into our new LCAP, our Administrative Council examined stakeholder feedback looking for any common ideas to include in the new plan. The Council also made sure to integrate at least one key recommendation offered from each stakeholder group, and in many cases, elected to incorporate several recommendations in the 2016-2017 LCAP.</p> <p>Here is the input from each of the stakeholder groups that has been integrated into the 2016-2017 LCAP:</p> <p><u>Mill Valley Teachers Association (MVTA)</u></p> <ul style="list-style-type: none"> • We would like to focus our professional development efforts in a few key areas. <ul style="list-style-type: none"> • Professional development is best when it's differentiated. • Professional development focused on instructional technology has been strong, and we need to continue to provide support for teachers on the use of devices, apps, and practices to enhance instruction. <ul style="list-style-type: none"> • Teachers would like to have more time for collaboration and planning, and less focus on content delivery in professional development. • We should include teacher discussions as a way to gather authentic feedback from teachers about professional development. • Common assessments would be useful for monitoring student progress. • RAMP staff should have the instructional materials they need and be invited to district professional development opportunities. • ELD staff should be provided with and use ELD instructional materials. • ELD staff should be provided with professional development opportunities to enhance their teaching. <p><u>LCAP Parent Advisory Committee</u></p> <ul style="list-style-type: none"> • The expected outcomes in the LCAP need to be more measurable. • An action step related to Next Generation Science Standards should be incorporated into Goal 1. • We should ensure that there is a feedback loop on the implementation of professional development into teachers' practice. • We should establish a research committee to explore embedding world language instruction into the instructional day at the elementary schools.

Mill Valley Teachers Association Bargaining Unit Meeting:

- March 21, 2016

California State Employees Association Bargaining Unit Meetings:

- May 11, 2016

- June 1, 2016

LCAP Parent Advisory Committee Meetings:

- May 2, 2016

- May 16, 2016

District English Language Advisory Committee Meeting:

- May 4, 2016

Mill Valley Middle School Student Meeting:

- May 5, 2016

Professional Development survey feedback from MVSD Teaching Staff

- December, 2015

Online survey feedback from MVSD staff and families

- May 13-20, 2016

Online district website survey feedback

- May 9-16, 2016

These stakeholder engagement meetings have allowed our Superintendent, Paul Johnson, to articulate what we accomplished this year with respect to each of our goals and actions along with the impact that each one has had on our district.

These meetings gave us the opportunity to hear different perspectives and varied recommendations as to how our goals and actions could be modified based upon our progress and any adjustments to our district's priorities. Each stakeholder group has offered concrete suggestions as to how we might more effectively reach our goals along with how we could better meet their needs and the needs of our students.

Throughout the stakeholder engagement process, the district Administrative Council engaged in periodic discussions about the LCAP, and this group helped to determine which of these suggestions would be considered for inclusion in the new plan. The direct impact that these stakeholder groups had on the annual update and our 2016-2017 plan are described in more detail in the *Impact on LCAP* section.

- District, school and teacher websites should be updated regularly with current information.
- We should include language in the LCAP that addresses the achievement gap that exists between different groups of students in the district.

Middle School Students

- The environment for Panther Time (i.e. how quiet and conducive it is for learning) varies from teacher to teacher. It would be easier for students to concentrate and receive help from teachers if all Panther rooms were quieter work spaces.

District English Language Advisory Committee (DELAC)

- The ELD team will administer language acquisition assessments two to three times per year to monitor and communicate students' progress to families throughout the year.
- We will build an ELD page on the MVSD website as another resource for parents to access information about the ELD program.
- We will continue to enhance our monitoring practices for students who meet the criteria to be Redesignated Fluent English Proficient (RFEP).

California State Employee Association (CSEA)

- Special Education classified staff would appreciate the opportunity for professional development.
- Classroom aides would like to be included in professional development related to the curriculum taught in the classroom, as well as with the use of iPads.
- Administrative Assistants would like more training on relevant topics that is part of a professional development plan that is carried out with consistency from year to year.
- Each department could determine the focus for their professional development needs.
- We will provide regular feedback to staff members to support their professional growth.

Annual Update:

In order to better understand the newly revised LCAP template and as part of transferring the information in the previous LCAP to the new document, we consulted the staff at Marin County Office of Education (MCOE) during numerous LCAP workshops that they provided and through one-on-one consultation sessions. These opportunities for consultation allowed us to reorganize the information from our current plan into the appropriate categories (i.e. goals, actions, and measurable outcomes) and ensure that our updated plan has all required metrics and a measurable outcome for each of our actions. Throughout these regular discussions with MCOE staff, we were able to receive ongoing feedback about our LCAP and make necessary adjustments to its development.

Following the reorganization of the plan's content into the new template, the next step involved Cabinet level discussions, which included district office administrators. One of the primary outcomes from these meetings was to recommend that the 2015-2016 LCAP have tighter alignment to the district's strategic plan. Specifically, we decided to embed four of the strategic plan's objectives into the plan. These became the basis for a new goal in the LCAP, which states the means by which we will ensure all students have opportunities for high levels of learning. Our current LCAP focuses on the students needing interventions and doesn't state what we kind of learning experiences we strive to offer all students, and Cabinet members wanted to make sure that the revised plan addresses the broad learning needs of all students.

Following these initial discussions at the Cabinet level, site principals were then given the opportunity to participate in the process. This involved reviewing our current goals, reflecting on our progress made towards each goal and its corresponding actions, and determining how our current work connects to the plan. By reflecting on the effectiveness of our actions and reconsidering our priorities, we made recommendations for revisions to our actions for the annual update and possible changes for the new LCAP.

Along with gathering specific recommendations from district-level and site-level administrators about updating our current LCAP, we began meeting with other stakeholder groups. With respect to the annual update, the intent of these meetings was to orient stakeholders to the LCAP by giving them an overview of the goals and actions in the plan and offering an update on what we have accomplished this year. The focus of these discussions has been to gather feedback for the development of the 2016-2017 plan. This impact is described in greater detail in the *Impact on LCAP* section.

Annual Update:

One of the primary changes that came out of these stakeholder engagement meetings related to the professional development that we offered our teachers to assist with their implementation of the Common Core State Standards. Based on feedback from teachers at our elementary sites, it was clear that we had planned too much professional development that required teachers to be out of their classrooms. With this input, we scaled back some of the professional development for elementary sites in the spring that centered on instructional technology.

While we reduced the trainings offered to elementary teachers, a number of teachers at the middle school requested the opportunity to learn more about the International Baccalaureate program as a means of extending the global studies focus already in place at the school. We were able to send two site administrators, two district administrators, and four teachers to International Baccalaureate workshops this school year, and we plan to send seven teachers to workshops next school year. In addition to this interest at the middle school, one of the elementary sites sent a small group to an International Baccalaureate workshop this year in order to explore the program at the elementary level. Through programs such as International Baccalaureate, World Savvy, and other global studies models, we will continue to build on this interest of bringing a globally-focused educational experience to Mill Valley students.

One of the areas in which we did not make as much progress relates to our English Language Development program. Our ELD staff was able to attend some professional development specifically targeted to enhance their ELD practices. However, we did not select comprehensive ELD instructional materials to bring into our ELD programs. This will be a focus for our accomplishments next year so we can better meet the language acquisition needs of our EL students. This should increase the number of EL students who advance at least one level on the CELDT as well as enhance our Redesignated Fluent English Proficient (RFEF) reclassification rates.

Section 2: Goals, Actions, Expenditures, and Progress Indicators

Instructions:

All LEAs must complete the LCAP and Annual Update Template each year. The LCAP is a three-year plan for the upcoming school year and the two years that follow. In this way, the program and goals contained in the LCAP align with the term of a school district and county office of education budget and multiyear budget projections. The Annual Update section of the template reviews progress made for each stated goal in the school year that is coming to a close, assesses the effectiveness of actions and services provided, and describes the changes made in the LCAP for the next three years that are based on this review and assessment.

Charter schools may adjust the table below to align with the term of the charter school's budget that is submitted to the school's authorizer pursuant to Education Code section 47604.33.

For school districts, Education Code sections 52060 and 52061, for county offices of education, Education Code sections 52066 and 52067, and for charter schools, Education Code section 47606.5 require(s) the LCAP to include a description of the annual goals, for all pupils and each subgroup of pupils, to be achieved for each state priority as defined in 5 CCR 15495(i) and any local priorities; a description of the specific actions an LEA will take to meet the identified goals; a description of the expenditures required to implement the specific actions; and an annual update to include a review of progress towards the goals and describe any changes to the goals.

To facilitate alignment between the LCAP and school plans, the LCAP shall identify and incorporate school-specific goals related to the state and local priorities from the school plans submitted pursuant to Education Code section 64001. Furthermore, the LCAP should be shared with, and input requested from, school site-level advisory groups, as applicable (e.g., school site councils, English Learner Advisory Councils, pupil advisory groups, etc.) to facilitate alignment between school-site and district-level goals and actions. An LEA may incorporate or reference actions described in other plans that are being undertaken to meet the goal.

Using the following instructions and guiding questions, complete a goal table (see below) for each of the LEA's goals. Duplicate and expand the fields as necessary.

Goal: Describe the goal:

When completing the goal tables, include goals for all pupils and specific goals for school sites and specific subgroups, including pupils with disabilities, both at the LEA level and, where applicable, at the school site level. The LEA may identify which school sites and subgroups have the same goals, and group and describe those goals together. The LEA may also indicate those goals that are not applicable to a specific subgroup or school site.

Related State and/or Local Priorities: Identify the state and/or local priorities addressed by the goal by placing a check mark next to the applicable priority or priorities. The LCAP must include goals that address each of the state priorities, as defined in 5 CCR 15495(i), and any additional local priorities; however, one goal may address multiple priorities.

Identified Need: Describe the need(s) identified by the LEA that this goal addresses, including a description of the supporting data used to identify the need(s).

Schools: Identify the school sites to which the goal applies. LEAs may indicate "all" for all schools, specify an individual school or a subset of schools, or specify grade spans (e.g., all high schools or grades K-5).

Applicable Pupil Subgroups: Identify the pupil subgroups as defined in Education Code section 52052 to which the goal applies, or indicate "all" for all pupils.

Expected Annual Measurable Outcomes: For each LCAP year, identify and describe specific expected measurable outcomes for all pupils using, at minimum, the applicable required metrics for the related state priorities. Where applicable, include descriptions of specific expected measurable outcomes for school sites and specific subgroups, including pupils with disabilities, both at the LEA level and at the school site level.

The metrics used to describe the expected measurable outcomes may be quantitative or qualitative, although the goal tables must address all required metrics for every state priority in each LCAP year. The required metrics are the specified measures and objectives for each state priority as set forth in Education Code sections 52060(d) and 52066(d). For the pupil engagement priority metrics, LEAs must calculate the rates specified in Education Code sections 52060(d)(5)(B), (C), (D) and (E) as described in the Local Control Accountability Plan and Annual Update Template Appendix, sections (a) through (d).

Actions/Services: For each LCAP year, identify all annual actions to be performed and services provided to meet the described goal. Actions may describe a group of services that are implemented to achieve the identified goal.

Scope of Service: Describe the scope of each action/service by identifying the school sites covered. LEAs may indicate “all” for all schools, specify an individual school or a subset of schools, or specify grade spans (e.g., all high schools or grades K-5). If supplemental and concentration funds are used to support the action/service, the LEA must identify if the scope of service is district-wide, school-wide, countywide, or charter-wide.

Pupils to be served within identified scope of service: For each action/service, identify the pupils to be served within the identified scope of service. If the action to be performed or the service to be provided is for all pupils, place a check mark next to “ALL.”

For each action and/or service to be provided above what is being provided for all pupils, place a check mark next to the applicable unduplicated pupil subgroup(s) and/or other pupil subgroup(s) that will benefit from the additional action, and/or will receive the additional service. Identify, as applicable, additional actions and services for unduplicated pupil subgroup(s) as defined in Education Code section 42238.01, pupils redesignated fluent English proficient, and/or pupils subgroup(s) as defined in Education Code section 52052.

Budgeted Expenditures: For each action/service, list and describe budgeted expenditures for each school year to implement these actions, including where those expenditures can be found in the LEA’s budget. The LEA must reference all fund sources for each proposed expenditure. Expenditures must be classified using the California School Accounting Manual as required by Education Code sections 52061, 52067, and 47606.5.

Guiding Questions:

- 1) What are the LEA’s goal(s) to address state priorities related to “Conditions of Learning”?
- 2) What are the LEA’s goal(s) to address state priorities related to “Pupil Outcomes”?
- 3) What are the LEA’s goal(s) to address state priorities related to parent and pupil “Engagement” (e.g., parent involvement, pupil engagement, and school climate)?
- 4) What are the LEA’s goal(s) to address any locally-identified priorities?
- 5) How have the unique needs of individual school sites been evaluated to inform the development of meaningful district and/or individual school site goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?
- 6) What are the unique goals for unduplicated pupils as defined in Education Code sections 42238.01 and subgroups as defined in section 52052 that are different from the LEA’s goals for all pupils?
- 7) What are the specific expected measurable outcomes associated with each of the goals annually and over the term of the LCAP?
- 8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority?
- 9) What information was considered/reviewed for individual school sites?
- 10) What information was considered/reviewed for subgroups identified in Education Code section 52052?
- 11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to Education Code section 52052, to specific school sites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?

- 12) How do these actions/services link to identified goals and expected measurable outcomes?
- 13) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA's budget?

GOAL 1:	Attract, develop, and retain excellent staff		Related State and/or Local Priorities: 1 <u>X</u> 2 <u>X</u> 3 <u> </u> 4 <u>X</u> 5 <u> </u> 6 <u> </u> 7 <u>X</u> 8 <u>X</u> COE only: 9 <u> </u> 10 <u> </u> Local: Specify MVSD Strategic Plan (www.mvschools.org) Objectives 1, 3, 4, 5	
Identified Need:	Our teachers need to maintain excellent instructional practices. Careful implementation of Common Core State Standards requires teachers to enhance their skills in using project based learning, differentiated instruction, and other research-based strategies to reach all students.			
Goal Applies to:	Schools:	All		
	Applicable Pupil Subgroups:	All		
LCAP Year 1: 2016-2017				
Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> - We will make progress towards all staff being in the upper quartile of total compensation of comparable districts as reflected in an annual comparability study and ensure that all staff are highly qualified and appropriately assigned. - Staff professional development goals will reinforce the "Profile of a Successful Mill Valley Student." (Attributes include critical thinking and problem solving, collaboration across networks and leading by influence, agility and adaptability, initiative and entrepreneurialism, effective oral and written communication, ability to access and analyze information, curiosity and imagination, develop integrity, empathy and humility, and digital citizenship. - Staff will reflect on learning from district-developed professional development and grade level collaboration through real-time survey results and other forms of genuine staff feedback. - We will ensure that all teachers and students have access to curricula aligned with Common Core State Standards in language arts and math, as measured by teacher report on inventory of materials. - Based on information gathered from 2015 CAASPP testing results, we have set the following baseline target for student achievement on this year's test: 80% of students meeting or exceeding standards in language arts and math on the Smarter Balanced Assessment. - Common, local benchmark assessments and protocols will be created for designated content areas and levels. - 80% of students will meet grade level expectations on common, local benchmark assessments for designated content areas and levels. - We will establish a district-wide system for collecting common, local benchmark assessment data, and we will start to gather data. - Instructional technology coaching will continue to be provided for all staff to enhance the infusion of technology across all subject areas in all schools. - Teachers will offer differentiated instruction, including the use of technology (e.g. blended learning opportunities) across most subject areas, as measured by growth against the report card and teacher survey results, which includes language arts, math, science, social studies, visual arts, music, and world languages. - 35% of EL students will be reclassified as Fluent English Proficient. - 65% of EL students will show progress on the California English Language Development Test (CELDT), or other designated measure. 			
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures	
1) We will target total staff compensation in top quartile of	LEA-wide	<u> X </u> ALL	All certificated and	

comparable districts.		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	classified staff total compensation (salaries and benefits) - \$36,935,799 Funding sources: LCFF and Local
2) We will offer a quality, differentiated professional development program for all staff that includes a combination of grade level/department collaboration, peer observations, feedback, and implementation. We will provide more opportunities for internal collegial collaboration and teacher-led presentations. The primary areas of focus for professional development at the elementary sites will be on Next Generation Science Standards (NGSS) and inquiry-based learning, instructional technology, and peer observation/feedback through learning walks. The primary areas of focus for professional development at the middle school will be instructional technology, peer observation/feedback through learning walks, and department-based work. To maintain our strong emphasis on professional development, we will offer relevant training to staff that is specific to job duties and responsibilities. For classified staff (e.g. Administrative Assistants, Special Education aides, maintenance and custodial staff), job-alike teams will work with supervisors to determine their training needs. In addition, we will provide regular feedback to staff members to support their professional growth.	LEA-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	Registration, substitutes, & consultants - \$200,000 Funding sources: LCFF, Other State, and Federal
3) We will implement curriculum and instruction embedding Common Core State Standards in language arts, math, and science. We will use multiple measures to assess our students' learning and progress, including the Smarter Balanced Assessment. We will develop and use: <ul style="list-style-type: none"> - Standards-aligned, common formative assessments for designated content areas and levels - District-wide protocols for administering assessments for designated content areas and levels - District-wide protocols for interpreting results to inform instruction for designated content areas and levels - District-wide system for assessment data collection for designated content areas and levels 	LEA-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	All certificated total compensation (salaries and benefits) - \$28,287,186 Funding sources: LCFF and Local
4) Teachers will integrate specific strategies to differentiate	LEA-wide	<input checked="" type="checkbox"/> ALL	Instructional staff costs

instruction and offer blended learning, including multiple technologies as an instructional tool.		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	reflected in Goal 1 Action 3.
LCAP Year 2: 2017-2018			
Expected Annual Measurable Outcomes:	<ul style="list-style-type: none">- We will make progress towards all staff being in the upper quartile of total compensation of comparable districts as reflected in an annual comparability study and ensure that all staff are highly qualified and appropriately assigned.- Staff professional development goals will reinforce the “Profile of a Successful Mill Valley Student.” (Attributes include critical thinking and problem solving, collaboration across networks and leading by influence, agility and adaptability, initiative and entrepreneurialism, effective oral and written communication, ability to access and analyze information, curiosity and imagination, develop integrity, empathy and humility, and digital citizenship.)- Staff will reflect on learning from district-developed professional development and grade level collaboration through real-time survey results and other forms of genuine staff feedback.- We will ensure that all teachers and students have access to curricula aligned with Common Core State Standards in language arts and math, as measured by teacher report on inventory of materials.- Based on information gathered from 2015 CAASPP testing results, we have set the following baseline target for student achievement on this year’s test: 80% of students meeting or exceeding standards in language arts and math on the Smarter Balanced Assessment.- Common, local benchmark assessments and protocols will be created for designated content areas and levels.- 80% of students will meet grade level expectations on common, local benchmark assessments for designated content areas and levels.- We will establish a district-wide system for collecting common, local benchmark assessment data, and we will start to gather data.- Instructional technology coaching will continue to be provided for all staff to enhance the infusion of technology across all subject areas in all schools.- Teachers will offer differentiated instruction, including the use of technology (e.g. blended learning opportunities) across most subject areas, as measured by growth against the report card and teacher survey results, which includes language arts, math, science, social studies, visual arts, music, and world languages.- 35% of EL students will be reclassified as Fluent English Proficient.- 65% of EL students will show progress on the California English Language Development Test (CELDT), or other designated measure.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1) We will target total staff compensation in top quartile of comparable districts.	LEA-wide	<u> X </u> ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	All certificated and classified staff total compensation (salaries and benefits) - \$37,587,815 Funding sources: LCFF and Local
2) We will offer a quality, differentiated professional development	LEA-wide	<u> X </u> ALL	Registration, substitutes, &

<p>program for all staff that includes a combination of grade level/department collaboration, peer observations, feedback, and implementation. We will provide more opportunities for internal collegial collaboration and teacher-led presentations.</p> <p>The primary areas of focus for professional development at the elementary sites will be on Next Generation Science Standards (NGSS) and inquiry-based learning, instructional technology, and peer observation/feedback through learning walks. The primary areas of focus for professional development at the middle school will be instructional technology, peer observation/feedback through learning walks, and department-based work.</p> <p>To maintain our strong emphasis on professional development, we will offer relevant training to staff that is specific to job duties and responsibilities. For classified staff (e.g. Administrative Assistants, Special Education aides, maintenance and custodial staff), job-alike teams will work with supervisors to determine their training needs.</p>		<p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>consultants - \$200,000</p> <p>Funding sources: LCFF, Other State, and Federal</p>
<p>3) We will implement curriculum and instruction embedding Common Core State Standards in language arts, math, and science. We will use multiple measures to assess our students' learning and progress, including the Smarter Balanced Assessment. We will develop and use:</p> <ul style="list-style-type: none"> - Standards-aligned, common formative assessments for designated content areas and levels - District-wide protocols for administering assessments for designated content areas and levels - District-wide protocols for interpreting results to inform instruction for designated content areas and levels - District-wide system for assessment data collection for designated content areas and levels 	LEA-wide	<p><input checked="" type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>All certificated total compensation (salaries and benefits) - \$28,766,230</p> <p>Funding sources: LCFF and Local</p>
<p>4) Teachers will integrate specific strategies to differentiate instruction and offer blended learning, including multiple technologies as an instructional tool.</p>	LEA-wide	<p><input checked="" type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>Instructional staff costs reflected in Goal 1 Action 3.</p>
LCAP Year 3: 2018-2019			

Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> - We will make progress towards all staff being in the upper quartile of total compensation of comparable districts as reflected in an annual comparability study and ensure that all staff are highly qualified and appropriately assigned. - Staff professional development goals will reinforce the “Profile of a Successful Mill Valley Student.” (Attributes include critical thinking and problem solving, collaboration across networks and leading by influence, agility and adaptability, initiative and entrepreneurialism, effective oral and written communication, ability to access and analyze information, curiosity and imagination, develop integrity, empathy and humility, and digital citizenship.) - Staff will reflect on learning from district-developed professional development and grade level collaboration through real-time survey results and other forms of genuine staff feedback. - We will ensure that all teachers and students have access to curricula aligned with Common Core State Standards in language arts and math, as measured by teacher report on inventory of materials. - Based on information gathered from 2015 CAASPP testing results, we have set the following baseline target for student achievement on this year’s test: 80% of students meeting or exceeding standards in language arts and math on the Smarter Balanced Assessment. - Common, local benchmark assessments and protocols will be created for designated content areas and levels. - 80% of students will meet grade level expectations on common, local benchmark assessments for designated content areas and levels. - We will establish a district-wide system for collecting common, local benchmark assessment data, and we will start to gather data. - Instructional technology coaching will continue to be provided for all staff to enhance the infusion of technology across all subject areas in all schools. - Teachers will offer differentiated instruction, including the use of technology (e.g. blended learning opportunities) across most subject areas, as measured by growth against the report card and teacher survey results, which includes language arts, math, science, social studies, visual arts, music, and world languages. - 35% of EL students will be reclassified as Fluent English Proficient. - 65% of EL students will show progress on the California English Language Development Test (CELDT), or other designated measure. 		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1) We will target total staff compensation in top quartile of comparable districts.	LEA-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	All certificated and classified staff total compensation (salaries and benefits) - \$29,088,786 Funding sources: LCFF and Local
2) We will offer a quality, differentiated professional development	LEA-wide	<input checked="" type="checkbox"/> ALL	Registration, substitutes, &

<p>program for all staff that includes a combination of grade level/department collaboration, peer observations, feedback, and implementation. We will provide more opportunities for internal collegial collaboration and teacher-led presentations.</p> <p>The primary areas of focus for professional development at the elementary sites will be on Next Generation Science Standards (NGSS) and inquiry-based learning, instructional technology, and peer observation/feedback through learning walks. The primary areas of focus for professional development at the middle school will be instructional technology, peer observation/feedback through learning walks, and department-based work.</p> <p>To maintain our strong emphasis on professional development, we will offer relevant training to staff that is specific to job duties and responsibilities. For classified staff (e.g. Administrative Assistants, Special Education aides, maintenance and custodial staff), job-alike teams will work with supervisors to determine their training needs.</p>		<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>consultants - \$200,000 Funding sources: LCFF, Other State, and Federal</p>
<p>3) We will implement curriculum and instruction embedding Common Core State Standards in language arts, math, and science. We will use multiple measures to assess our students' learning and progress, including the Smarter Balanced Assessment. We will develop and use:</p> <ul style="list-style-type: none"> - Standards-aligned, common formative assessments for designated content areas and levels - District-wide protocols for administering assessments for designated content areas and levels - District-wide protocols for interpreting results to inform instruction for designated content areas and levels - District-wide system for assessment data collection for designated content areas and levels 	LEA-wide	<p><input checked="" type="checkbox"/> ALL</p> <p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>All certificated total compensation (salaries and benefits) - \$20,809,295 Funding sources: LCFF and Local</p>
<p>4) Teachers will integrate specific strategies to differentiate instruction and offer blended learning, including multiple technologies as an instructional tool.</p>	LEA-wide	<p><input checked="" type="checkbox"/> ALL</p> <p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>Instructional staff costs reflected in Goal 1 Action 3.</p>

GOAL 2:	Ensure high levels of student learning		Related State and/or Local Priorities: 1__ 2_X 3__ 4_X 5_X 6__ 7_X 8_X COE only: 9__ 10__ Local: Specify MVSD Strategic Plan (www.mvschools.org) Objectives 1, 2, 3, 4, 5
Identified Need:	Our learning community inspires, engages and empowers students to become lifelong learners and productive global citizens. To achieve this, our students need to develop the attributes of the <i>Profile of a Successful Mill Valley Student</i> , which includes critical thinking and problem solving, collaboration across networks and leading by influence, agility and adaptability, initiative and entrepreneurialism, effective oral and written communication, ability to access and analyze information, curiosity and imagination, develop integrity, empathy and humility, and digital citizenship. We want all students in Mill Valley School District to embody these qualities.		
Goal Applies to:	Schools:	All	
	Applicable Pupil Subgroups:	All	
LCAP Year 1: 2016-2017			

Expected Annual Measurable Outcomes:	- Teachers will provide all students with a broad course of study, which includes language arts, math, science, social studies, visual and performing arts, music, and physical education, as determined by student schedules.			
	- Teachers will incorporate current, research-based instructional resources and best practices based on Common Core State Standards into their academic programs, and all students will have access to standards-aligned materials, as measured by materials inventory and teacher/administrator feedback.			
	- Based on information gathered from 2015 CAASPP testing results, we have set the following baseline target for student achievement on this year’s test: 80% of students meeting or exceeding standards in language arts and math on the Smarter Balanced Assessment.			
	- We will disaggregate CAASPP data so that we can examine “unduplicated” student population achievement, and we will use this analysis to determine our next steps to best serve their academic needs.			
	- We will develop common benchmark assessments and protocols for designated content areas and levels to track student progress in language arts and math.			
	- 80% of students will meet grade level expectations on common, local benchmark assessments for designated content areas and levels.			
	- 35% of EL students will be reclassified as Fluent English Proficient.			
	- 65% of EL students will show progress on the California English Language Development Test (CELDT), or other designated measure.			
	- All students will be provided the opportunity to participate in project/inquiry-based learning experiences, as measured by qualitative, non-evaluative data using observation protocols during classroom walk-throughs, providing a feedback loop of application of learning into classroom instruction.			
	- All 7th and 8th grade students at Mill Valley Middle School will have the opportunity to participate in globally focused learning experiences, such as World Savvy Club and Global Teacher Inquiry Project. 725 students participated in these programs during the 2015-2016 school year.			
	- All 7th and 8th grade students at Mill Valley Middle School will participate in the 1:1 iPad program across all subject areas.			
	- All students will have access to new technology tools and strategies for learning with these devices.			
	- Quantitative survey data from teachers and/or students will be used measure the use of technology in blended and differentiated learning.			
	- All students will participate in opportunities to demonstrate the attributes of the “Profile of a Successful Mill Valley Student,” as measured by qualitative, non-evaluative data using observation protocols during classroom walk-throughs.			
	- Higher student engagement will result in a reduction or maintenance of the number of students who are chronically absent, in addition to maintaining an attendance rate of at least 95%.			
	- We will maintain a statistically insignificant dropout rate at Mill Valley Middle School.			
	- We will maintain a focus on the attributes of a successful Mill Valley student by making it part of commonly used language across sites, as measured by student reflection on how they personally exemplify the traits.			
- District, school and teacher websites will be updated regularly, as recommended by District Technology Advisory Committee, with current and relevant information for families.				
Actions/Services		Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1) Students will demonstrate high levels of learning based upon Common Core State Standards and through the use of standards-aligned instructional materials. Their learning will be evidenced through student work, progress reports and report cards, and assessment results, including CAASPP scores and local assessment measures.		LEA-wide	<u> X </u> ALL OR: <u> </u> Low Income pupils <u> </u> English Learners <u> </u> Foster Youth <u> </u> Redesignated fluent English proficient <u> </u> Other Subgroups:(Specify) _____	Textbooks and materials - \$100,000 Funding sources: LCFF and Other State
2) Students will learn in an environment that provides deep content		LEA-wide	<u> X </u> ALL	Instructional staff costs

and inquiry-based learning through projects and differentiated instruction.		OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	reflected in Goal 1 Action 3.
3) Students will participate in 21 st century learning opportunities that foster global perspectives and awareness, and world languages. We will collect data on the events and opportunities each school offers that foster students' global awareness. We will establish a research committee to start exploring world language instruction at elementary schools.	LEA-wide	<u> X </u> ALL OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	Instructional staff costs reflected in Goal 1 Action 3.
4) Students will be offered quality teaching with the use of innovative 21 st century instructional technologies through blended and differentiated learning.	LEA-wide	<u> X </u> ALL OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	Instructional staff costs reflected in Goal 1 Action 3, including Instructional Technology Coach
5) We will continue to provide diversified communication with our school communities through a variety of tools including district, school, and teacher websites, which are updated regularly with current, relevant information.	LEA-wide	<u> X </u> ALL OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	Staff costs reflected in Goal 1 Action 1.
LCAP Year 2: 2017-2018			

Expected Annual Measurable Outcomes:	<ul style="list-style-type: none">- Teachers will provide all students with a broad course of study, which includes language arts, math, science, social studies, visual and performing arts, music, and physical education, as determined by student schedules.- Teachers will incorporate current, research-based instructional resources and best practices based on Common Core State Standards into their academic programs, and all students will have access to standards-aligned materials, as measured by materials inventory and teacher/administrator feedback.- Based on information gathered from 2015 CAASPP testing results, we have set the following baseline target for student achievement on this year’s test: 80% of students meeting or exceeding standards in language arts and math on the Smarter Balanced Assessment.- We will disaggregate CAASPP data so that we can examine “unduplicated” student population achievement, and we will use this analysis to determine our next steps to best serve their academic needs.- We will develop common benchmark assessments and protocols for designated content areas and levels to track student progress in language arts and math.- 80% of students will meet grade level expectations on common, local benchmark assessments for designated content areas and levels.- 35% of EL students will be reclassified as Fluent English Proficient.- 65% of EL students will show progress on the California English Language Development Test (CELDT), or other designated measure.- All students will be provided the opportunity to participate in project/inquiry-based learning experiences, as measured by qualitative, non-evaluative data using observation protocols during classroom walk-throughs, providing a feedback loop of application of learning into classroom instruction.- All 7th and 8th grade students at Mill Valley Middle School will have the opportunity to participate in globally focused learning experiences, such as World Savvy Club and Global Teacher Inquiry Project. 725 students participated in these programs during the 2015-2016 school year.- All 7th and 8th grade students at Mill Valley Middle School will participate in the 1:1 iPad program across all subject areas.- All students will have access to new technology tools and strategies for learning with these devices.- Quantitative survey data from teachers and/or students will be used measure the use of technology in blended and differentiated learning.- All students will participate in opportunities to demonstrate the attributes of the “Profile of a Successful Mill Valley Student,” as measured by qualitative, non-evaluative data using observation protocols during classroom walk-throughs.- Higher student engagement will result in a reduction or maintenance of the number of students who are chronically absent, in addition to maintaining an attendance rate of at least 95%.- We will maintain a statistically insignificant dropout rate at Mill Valley Middle School.- We will maintain a focus on the attributes of a successful Mill Valley student by making it part of commonly used language across sites, as measured by student reflection on how they personally exemplify the traits.- District, school and teacher websites will be updated regularly, as recommended by District Technology Advisory Committee, with current and relevant information for families.		
	Actions/Services	Scope of Service	Pupils to be served within identified scope of service
1) Students will demonstrate high levels of learning based upon Common Core State Standards and through the use of standards-aligned instructional materials. Their learning will be evidenced through student work, progress reports and report cards, and assessment results, including CAASPP scores and local assessment measures.	LEA-wide	<u> X </u> ALL ----- OR: <u> </u> Low Income pupils <u> </u> English Learners <u> </u> Foster Youth <u> </u> Redesignated fluent English proficient <u> </u> Other Subgroups:(Specify)_____	Textbooks and materials - \$100,000 Funding sources: LCFF and Other State
2) Students will learn in an environment that provides deep content	LEA-wide	<u> X </u> ALL	Instructional staff costs

and inquiry-based learning through projects and differentiated instruction.		OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify) _____	reflected in Goal 1 Action 3.
3) Students will participate in 21 st century learning opportunities that foster global perspectives and awareness, and world languages. We will collect data on the events and opportunities each school offers that foster students' global awareness. We will establish a research committee to start exploring world language instruction at elementary schools.	LEA-wide	<u> X </u> ALL OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify) _____	Instructional staff costs reflected in Goal 1 Action 3.
4) Students will be offered quality teaching with the use of innovative 21 st century instructional technologies through blended and differentiated learning.	LEA-wide	<u> X </u> ALL OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify) _____	Instructional staff costs reflected in Goal 1 Action 3, including Instructional Technology Coach
5) We will continue to provide diversified communication with our school communities through a variety of tools including district, school, and teacher websites, which are updated regularly with current, relevant information.	LEA-wide	<u> X </u> ALL OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify) _____	Staff costs reflected in Goal 1 Action 1.
LCAP Year 3: 2018-2019			

Expected Annual Measurable Outcomes:	- Teachers will provide all students with a broad course of study, which includes language arts, math, science, social studies, visual and performing arts, music, and physical education, as determined by student schedules.			
	- Teachers will incorporate current, research-based instructional resources and best practices based on Common Core State Standards into their academic programs, and all students will have access to standards-aligned materials, as measured by materials inventory and teacher/administrator feedback.			
	- Based on information gathered from 2015 CAASPP testing results, we have set the following baseline target for student achievement on this year’s test: 80% of students meeting or exceeding standards in language arts and math on the Smarter Balanced Assessment.			
	- We will disaggregate CAASPP data so that we can examine “unduplicated” student population achievement, and we will use this analysis to determine our next steps to best serve their academic needs.			
	- We will develop common benchmark assessments and protocols for designated content areas and levels to track student progress in language arts and math.			
	- 80% of students will meet grade level expectations on common, local benchmark assessments for designated content areas and levels.			
	- 35% of EL students will be reclassified as Fluent English Proficient.			
	- 65% of EL students will show progress on the California English Language Development Test (CELDT), or other designated measure.			
	- All students will be provided the opportunity to participate in project/inquiry-based learning experiences, as measured by qualitative, non-evaluative data using observation protocols during classroom walk-throughs, providing a feedback loop of application of learning into classroom instruction.			
	- All 7th and 8th grade students at Mill Valley Middle School will have the opportunity to participate in globally focused learning experiences, such as World Savvy Club and Global Teacher Inquiry Project. 725 students participated in these programs during the 2015-2016 school year.			
	- All 7th and 8th grade students at Mill Valley Middle School will participate in the 1:1 iPad program across all subject areas.			
	- All students will have access to new technology tools and strategies for learning with these devices.			
	- Quantitative survey data from teachers and/or students will be used measure the use of technology in blended and differentiated learning.			
	- All students will participate in opportunities to demonstrate the attributes of the “Profile of a Successful Mill Valley Student,” as measured by qualitative, non-evaluative data using observation protocols during classroom walk-throughs.			
	- Higher student engagement will result in a reduction or maintenance of the number of students who are chronically absent, in addition to maintaining an attendance rate of at least 95%.			
	- We will maintain a statistically insignificant dropout rate at Mill Valley Middle School.			
	- We will maintain a focus on the attributes of a successful Mill Valley student by making it part of commonly used language across sites, as measured by student reflection on how they personally exemplify the traits.			
- District, school and teacher websites will be updated regularly, as recommended by District Technology Advisory Committee, with current and relevant information for families.				
Actions/Services				
Scope of Service				
Pupils to be served within identified scope of service				
Budgeted Expenditures				
1) Students will demonstrate high levels of learning based upon Common Core State Standards and through the use of standards-aligned instructional materials. Their learning will be evidenced through student work, progress reports and report cards, and assessment results, including CAASPP scores and local assessment measures.		LEA-wide	<u> X </u> ALL OR: <u> </u> Low Income pupils <u> </u> English Learners <u> </u> Foster Youth <u> </u> Redesignated fluent English proficient <u> </u> Other Subgroups:(Specify)_____	Textbooks and materials - \$100,000 Funding sources: LCFF and Other State
2) Students will learn in an environment that provides deep content		LEA-wide	<u> X </u> ALL	Instructional staff costs

and inquiry-based learning through projects and differentiated instruction.		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	reflected in Goal 1 Action 3.
3) Students will participate in 21 st century learning opportunities that foster global perspectives and awareness, and world languages. We will collect data on the events and opportunities each school offers that foster students' global awareness. We will establish a research committee to start exploring world language instruction at elementary schools.	LEA-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	Instructional staff costs reflected in Goal 1 Action 3.
4) Students will be offered quality teaching with the use of innovative 21 st century instructional technologies through blended and differentiated learning.	LEA-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	Instructional staff costs reflected in Goal 1 Action 3, including Instructional Technology Coach
5) We will continue to provide diversified communication with our school communities through a variety of tools including district, school, and teacher websites, which are updated regularly with current, relevant information.	LEA-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	Staff costs reflected in Goal 1 Action 1.

GOAL 3:	Offer effective intervention programs to meet the needs of all students		Related State and/or Local Priorities: 1__ 2__ 3_X 4_X 5_X 6_X 7__ 8__ COE only: 9__ 10__ Local: N/A	
Identified Need:	Our district focuses on the whole child. Targeted district-wide support services and student-based counseling, which is in place at all school sites, provides support and resources to assist those students with additional challenges. To address these challenges, our district strives to strengthen school-based intervention, counseling services, and refine the academic interventions at all school sites.			
Goal Applies to:	Schools:	All		
	Applicable Pupil Subgroups:	All		
LCAP Year 1: 2016-2017				
Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> - The 2016 Smarter Balanced Assessment results will show high levels of student performance district-wide. - At least 50% of students participating in intervention programs will make progress towards performing at grade level on designated local assessments. - Staff will utilize results from common assessments inform student placement in services/intervention programming. - Using student/counseling ratio as a guide, student contact hours with counseling staff will be maintained, and we will determine whether additional FTE can be added. - Students' access to 1:1 and group counseling will be maintained. - At the middle school, criteria will be used to identify the students with persistent behavioral challenges and multiple behavioral referrals to inform intervention programming, and we will continue to use a process to monitor the progress of these students. - We will reduce or maintain the behavior incidences at all schools. Baseline data at the middle school level is as follows: Suspension rate - 1%; Expulsion rate: - 0%; Behavior referrals: - 8% (96 behavioral referrals and 153 behavior instances) - We will continue to maintain or increase in student participation in middle school clubs. Through the counseling/administrative staff, we will continue to inform and provide opportunities for students in need to participate in clubs or student support groups. - We will continue to reduce the number of students who are chronically absent, and maintain an attendance rate of at least 95%. - We will maintain opportunities for families to access referrals to services. - We will determine the strengths and weaknesses of the RAMP based upon student performance on reading benchmark assessments. The RAMP Intervention Team will continue to explore high-quality, research-based math intervention instructional resources and practices. - We will determine the strengths and weaknesses of the ELD program and identify next steps based upon student outcome data. The ELD Team will to investigate, identify, and implement high-quality, research-based ELA/ELD intervention instructional resources and practices. - 35% of EL students will be reclassified as Fluent English Proficient. - 65% of EL students will show progress on the California English Language Development Test (CELDT), or other designated measure. 			
Actions/Services		Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1) The district will support school-wide efforts that address students'		LEA-wide	_X_ ALL	Staff costs included in Goal

<p>social, emotional, and behavioral needs.</p> <p>We will maintain our counseling FTE, evaluate its effectiveness, and increase as needed. This continues to enhance the emotional support we offer students and increase students' feeling of connectedness to school. Counselors will continue to provide support to students, and communicate with families in need about outside services in order to promote families accessing these resources.</p> <p>As part of Mill Valley Middle School's use of Restorative Justice to address student disciplinary issues, we will look at data to determine its effectiveness and implementation.</p>		<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____</p>	<p>1 Action 1. - Counselor total compensation (salaries and benefits) - \$721,849 Funding sources: LCFF Base - \$675,795 LCFF Supplemental - \$46,054</p>
<p>2) We will maintain and evaluate the effectiveness of our current FTE for academic interventions at the middle school and for RAMP at our elementary sites.</p> <p>To address students' academic needs, Mill Valley Middle School will offer support during the school day through Panther Time, supported math courses, and targeted reading intervention. The staff will explore ways to enhance Panther Time so that it is a quiet environment that is conducive to learning.</p> <p>The RAMP intervention program will be provided with and use high-quality, research-based intervention materials, and professional development targeting intervention instruction. RAMP teachers will also be offered the opportunity to attend district professional development.</p> <p>We will conduct teacher-created assessments to monitor the progress of students participating in these interventions.</p>	LEA-wide	<p><input checked="" type="checkbox"/> ALL</p> <p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____</p>	<p>Instructional staff costs included in Goal 1 Action 3. - RAMP instructional support total compensation (salaries and benefits) - \$355,670 - Middle School Academic Workshop teacher total compensation (salaries and benefits) - \$219,253 Funding sources: LCFF Base - \$343,962 LCFF Supplemental - \$230,961 Total - \$574,923</p>
<p>3) We will address the achievement gap between student subgroups by differentiating instructional practices based on student need.</p>	LEA-wide	<p><input type="checkbox"/> ALL</p> <p>OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____</p>	<p>Instructional staff costs reflected in Goal 1 Action 3.</p>
<p>4) We will offer and before- and after-school intervention and</p>	LEA-wide	<p><input type="checkbox"/> ALL</p>	<p>Instructional staff costs</p>

<p>homework programs that target students needing additional support in order to help them understand their homework and access their classroom learning. We will continue to offer the programs at the elementary level and explore implementing them at the middle school level.</p> <p>We will conduct teacher-created assessments to monitor the progress of students participating in these interventions.</p>		<p>OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____</p>	reflected in Goal 1 Action 3.
<p>5) We will continue to build our English Language Development (ELD) program. We will maintain EL support across the district, evaluate the program's effectiveness, and increase ELD staffing as appropriate.</p> <p>We will use Common Core State Standards and ELA/ELD Standards to develop and enhance our ELD program and to determine how we serve our EL students.</p> <p>ELD teachers will be provided with relevant professional development opportunities. The ELD Team will investigate, identify, and implement high-quality, research-based ELA/ELD intervention instructional resources and practices.</p> <p>We will strengthen communication to and involvement of parents of EL students. Schools will explore different modes of communication to ensure accessibility to all parents of EL students. This will include the development of ELD page on the district website.</p>	LEA-wide	<p><input type="checkbox"/> ALL</p> <p>OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____</p>	<p>Certificated and instructional support total compensation (salaries and benefits) - \$185,540 Funding sources: LCFF Base - \$173,703 LCFF Supplemental - \$11,837</p>
<p>6) For Redesignated Fluent English Proficient students, we will monitor the academic progress of students after reclassification. We will develop a system to better monitor the academic progress of reclassified EL students.</p> <p>We will select and administer ELD benchmark assessments to monitor our students' progress acquiring English.</p>	LEA-wide	<p><input type="checkbox"/> ALL</p> <p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____</p>	ELD instructional costs are reflected in Goal 3 Action 5.
LCAP Year 2: 2017-2018			

Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> - The 2016 Smarter Balanced Assessment results will show high levels of student performance district-wide. - At least 50% of students participating in intervention programs will make progress towards performing at grade level on designated local assessments. - Staff will utilize results from common assessments inform student placement in services/intervention programming. - Using student/counseling ratio as a guide, student contact hours with counseling staff will be maintained, and we will determine whether additional FTE can be added. - Students' access to 1:1 and group counseling will be maintained. - At the middle school, criteria will be used to identify the students with persistent behavioral challenges and multiple behavioral referrals to inform intervention programming, and we will continue to use a process to monitor the progress of these students. - We will reduce or maintain the behavior referrals/incidences at all schools. - We will continue to maintain or increase in student participation in middle school clubs. Through the counseling/administrative staff, we will continue to inform and provide opportunities for students in need to participate in clubs or student support groups. - We will continue to reduce the number of students who are chronically absent, and maintain an attendance rate of at least 95%. - We will maintain opportunities for families to access referrals to services. - We will determine the strengths and weaknesses of the RAMP based upon student performance on reading benchmark assessments. The RAMP Intervention Team will continue to explore high-quality, research-based math intervention instructional resources and practices. - We will determine the strengths and weaknesses of the ELD program and identify next steps based upon student outcome data. The ELD Team will to investigate, identify, and implement high-quality, research-based ELA/ELD intervention instructional resources and practices. - 35% of EL students will be reclassified as Fluent English Proficient. - 65% of EL students will show progress on the California English Language Development Test (CELDT), or other designated measure. 		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>1) The district will support school-wide efforts that address students' social, emotional, and behavioral needs.</p> <p>We will maintain our counseling FTE, evaluate its effectiveness, and increase as needed. This continues to enhance the emotional support we offer students and increase students' feeling of connectedness to school. Counselors will continue to provide support to students, and communicate with families in need about outside services in order to promote families accessing these resources.</p> <p>As part of Mill Valley Middle School's use of Restorative Justice to address student disciplinary issues, we will look at data to determine its effectiveness and implementation.</p>	LEA-wide	<p><u> X </u> ALL</p> <hr/> <p>OR:</p> <p><u> </u> Low Income pupils <u> </u> English Learners</p> <p><u> </u> Foster Youth <u> </u> Redesignated fluent English proficient</p> <p><u> </u> Other Subgroups:(Specify)_____</p>	<p>Staff costs included in Goal 1 Action 1.</p> <p>- Counselor total compensation (salaries and benefits) - \$736,286</p> <p>Funding sources:</p> <p>LCFF Base - \$689,311</p> <p>LCFF Supplemental - \$46,975</p>
2) We will maintain and evaluate the effectiveness of our current FTE	LEA-wide	<u> X </u> ALL	- RAMP instructional

<p>for academic interventions at the middle school and for RAMP at our elementary sites.</p> <p>To address students' academic needs, Mill Valley Middle School will offer support during the school day through Panther Time, supported math courses, and targeted reading intervention. The staff will explore ways to enhance Panther Time so that it is a quiet environment that is conducive to learning.</p> <p>The RAMP intervention program will be provided with and use high-quality, research-based intervention materials, and professional development targeting intervention instruction. RAMP teachers will also be offered the opportunity to attend district professional development.</p> <p>We will conduct teacher-created assessments to monitor the progress of students participating in these interventions.</p>		<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>support total compensation (salaries and benefits) - \$362,783 - Middle School Academic Workshop teacher total compensation (salaries and benefits) - \$223,638 Instructional staff costs included in Goal 1 Action 1. Funding sources: LCFF Base - \$362,288 LCFF Supplemental - \$224,133 Total - \$586,421</p>
<p>3) We will address the achievement gap between student subgroups by differentiating instructional practices based on student need.</p>	LEA-wide	<p><input type="checkbox"/> ALL</p> <p>OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>Instructional staff costs reflected in Goal 1 Action 3.</p>
<p>4) We will offer and before- and after-school intervention and homework programs that target students needing additional support in order to help them understand their homework and access their classroom learning. We will continue to offer the programs at the elementary level and explore implementing them at the middle school level.</p> <p>We will conduct teacher-created assessments to monitor the progress of students participating in these interventions.</p>	LEA-wide	<p><input type="checkbox"/> ALL</p> <p>OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>Instructional staff costs reflected in Goal 1 Action 3.</p>
<p>5) We will continue to build our English Language Development (ELD)</p>	LEA-wide	<p><input type="checkbox"/> ALL</p>	<p>Certificated and</p>

<p>program. We will maintain EL support across the district, evaluate the program's effectiveness, and increase ELD staffing as appropriate.</p> <p>We will use Common Core State Standards and ELA/ELD Standards to develop and enhance our ELD program and to determine how we serve our EL students.</p> <p>ELD teachers will be provided with relevant professional development opportunities. The ELD Team will investigate, identify, and implement high-quality, research-based ELA/ELD intervention instructional resources and practices.</p> <p>We will strengthen communication to and involvement of parents of EL students. Schools will explore different modes of communication to ensure accessibility to all parents of EL students. This will include the development of ELD page on the district website.</p>		<p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>instructional support total compensation (salaries and benefits) - \$189,251</p> <p>Funding sources:</p> <p>LCFF Base - \$177,177</p> <p>LCFF Supplemental - \$12,074</p>
<p>6) For Redesignated Fluent English Proficient students, we will monitor the academic progress of students after reclassification. We will develop a system to better monitor the academic progress of reclassified EL students.</p> <p>We will select and administer ELD benchmark assessments to monitor our students' progress acquiring English.</p>	LEA-wide	<p><input type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>ELD instructional costs are reflected in Goal 3 Action 5.</p>
LCAP Year 3: 2018-2019			

Expected Annual Measurable Outcomes:	- The 2016 Smarter Balanced Assessment results will show high levels of student performance district-wide.														
	- At least 50% of students participating in intervention programs will make progress towards performing at grade level on designated local assessments.														
	- Staff will utilize results from common assessments inform student placement in services/intervention programming.														
	- Using student/counseling ratio as a guide, student contact hours with counseling staff will be maintained, and we will determine whether additional FTE can be added.														
	- Students’ access to 1:1 and group counseling will be maintained.														
	- At the middle school, criteria will be used to identify the students with persistent behavioral challenges and multiple behavioral referrals to inform intervention programming, and we will continue to use a process to monitor the progress of these students.														
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	- We will continue to maintain or increase in student participation in middle school clubs. Through the counseling/administrative staff, we will continue to inform and provide opportunities for students in need to participate in clubs or student support groups.														
	- We will continue to reduce the number of students who are chronically absent, and maintain an attendance rate of at least 95%.														
	- We will maintain opportunities for families to access referrals to services.														
- We will determine the strengths and weaknesses of the RAMP based upon student performance on reading benchmark assessments. The RAMP Intervention Team will continue to explore high-quality, research-based math intervention instructional resources and practices.															
- We will determine the strengths and weaknesses of the ELD program and identify next steps based upon student outcome data. The ELD Team will to investigate, identify, and implement high-quality, research-based ELA/ELD intervention instructional resources and practices.															
- 35% of EL students will be reclassified as Fluent English Proficient.															
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<p>3) We will address the achievement gap between student subgroups by differentiating instructional practices based on student need.</p>	LEA-wide	<p><input type="checkbox"/> ALL</p> <p>OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____</p>	<p>Instructional staff costs reflected in Goal 1 Action 3.</p>
<p>4) We will offer and before- and after-school intervention and homework programs that target students needing additional support in order to help them understand their homework and access their classroom learning. We will continue to offer the programs at the elementary level and explore implementing them at the middle school level.</p> <p>We will conduct teacher-created assessments to monitor the progress of students participating in these interventions.</p>	LEA-wide	<p><input type="checkbox"/> ALL</p> <p>OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____</p>	<p>Instructional staff costs reflected in Goal 1 Action 3.</p>
<p>5) We will continue to build our English Language Development (ELD)</p>	LEA-wide	<p><input type="checkbox"/> ALL</p>	<p>Certificated and</p>

<p>program. We will maintain EL support across the district, evaluate the program's effectiveness, and increase ELD staffing as appropriate.</p> <p>We will use Common Core State Standards and ELA/ELD Standards to develop and enhance our ELD program and to determine how we serve our EL students.</p> <p>ELD teachers will be provided with relevant professional development opportunities. The ELD Team will investigate, identify, and implement high-quality, research-based ELA/ELD intervention instructional resources and practices.</p> <p>We will strengthen communication to and involvement of parents of EL students. Schools will explore different modes of communication to ensure accessibility to all parents of EL students. This will include the development of ELD page on the district website.</p>		<p>OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____</p>	<p>instructional support total compensation (salaries and benefits) - \$193,036 Funding sources: LCFF Base - \$180,720 LCFF Supplemental - \$12,316</p>
<p>6) For Redesignated Fluent English Proficient students, we will monitor the academic progress of students after reclassification. We will develop a system to better monitor the academic progress of reclassified EL students.</p> <p>We will select and administer ELD benchmark assessments to monitor our students' progress acquiring English.</p>	<p>LEA-wide</p>	<p><input type="checkbox"/> ALL</p> <p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____</p>	<p>ELD instructional costs are reflected in Goal 3 Action 5.</p>

Complete a copy of this table for each of the LEA's goals. Duplicate and expand the fields as necessary.

Annual Update

Annual Update Instructions: For each goal in the prior year LCAP, review the progress toward the expected annual outcome(s) based on, at a minimum, the required metrics pursuant to Education Code sections 52060 and 52066. The review must include an assessment of the effectiveness of the specific actions. Describe any changes to the actions or goals the LEA will take as a result of the review and assessment. In addition, review the applicability of each goal in the LCAP.

Guiding Questions:

- 1) How have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
- 2) How have the actions/services addressed the needs of all subgroups of pupils identified pursuant to Education Code section 52052, including, but not limited to, English learners, low-income pupils, and foster youth; and did the provision of those actions/services result in the desired outcomes?
- 3) How have the actions/services addressed the identified needs and goals of specific school sites and were these actions/services effective in achieving the desired outcomes?
- 4) What information (e.g., quantitative and qualitative data/metrics) was examined to review progress toward goals in the annual update?
- 5) What progress has been achieved toward the goal and expected measurable outcome(s)? How effective were the actions and services in making progress toward the goal? What changes to goals, actions, services, and expenditures are being made in the LCAP as a result of the review of progress and assessment of the effectiveness of the actions and services?
- 6) What differences are there between budgeted expenditures and estimated actual annual expenditures? What were the reasons for any differences?

Original GOAL 1 from prior year LCAP:	Attract, retain, and develop excellent staff	Related State and/or Local Priorities: 1_X_ 2_X_ 3_ 4_X_ 5_ 6_ 7_ 8_X_ COE only: 9_ 10_ Local: MVSD Strategic Plan www.mvschools.org
Goal Applies to:	Schools:	All Applicable Pupil Subgroups: All

<p>Expected Annual Measurable Outcomes:</p>	<p>1) We will make progress towards all staff being in the upper quartile of total compensation of comparable districts as reflected in an annual comparability study.</p> <p>2) Staff professional development goals will reinforce the “Profile of a Successful Mill Valley Student.”</p>	<p>Actual Annual Measurable Outcomes:</p>	<p>1) We are currently in the upper quartile in all employee groups for salary and benefits (total compensation) through a compensation analysis of an updated list of comparable districts. We will continue to focus on maintaining this position of having all groups in the upper quartile of total compensation based upon comparable districts.</p> <p>2) We provided a robust, district-wide professional development plan this year that focused on reading instruction, math curriculum implementation, collegial collaboration and peer classroom visitations, instructional technology, and exploration of other district initiatives, such as global studies. This included presentations by a variety of speakers targeting topics such as, instructional technology, math differentiation and math discourse, and differentiation for students with special needs. We organized day-long sessions of teacher-led workshops focused on instructional technology. In addition, over the period of 20 days throughout the school year, grade level/department teams, teacher leaders, and administrators worked with an educational consultant, with the emphasis on balanced literacy and learning walks. At the middle school, each department tailored their professional development based upon their needs and goals.</p> <p>These professional development opportunities have had a positive impact on student learning. For example, as a result of the extensive training on reading, teachers have noticed an increase in students’ reading levels, reading comprehension, and their ability to engage in discussions about books they are reading. Professional development feedback surveys completed by teachers indicated that most of the professional development opportunities met the majority of teachers’ needs, but there were some, such as the Everyday Math training, that did not. This input has helped to shape the district’s professional development plan for 2016-2017. This survey data and feedback from administrators indicates the professional development goals have reinforced the “Profile of a Successful Mill Valley Student” by giving teachers the opportunities to deepen their knowledge of instructional practices that develop these qualities in their students.</p> <p>The district provided some professional development and trainings for classified staff that were specific to their job responsibilities, such as collaboration meetings for RAMP intervention teachers, health training provided to Administrative Assistants, and workshops for PE staff. Feedback from classified staff indicates they would like additional training that is developed and tailored to each department’s needs. This input will be used to determine the professional development provided to classified staff next year.</p>
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<p>Expected Annual Measurable Outcomes:</p>	<p>3) Staff will apply learning from district-developed professional development, which will be reflected in principal and peer feedback surveys.</p> <p>4) Through staff outreach, we will analyze and ensure that all teachers have access to instructional resources based on Common Core State Standards.</p> <p>5) Based on information gathered from 2015 Smarter Balanced Assessment testing results, we will establish a baseline for future student achievement goals.</p> <p>6) 80% of students will meet grade level expectations on local benchmark assessments.</p> <p>7) Instructional technology coaching support will be provided for all staff.</p>	<p>Actual Annual Measurable Outcomes:</p>	<p>3) Teacher survey feedback, principal and peer classroom visitations, teacher demonstration lessons, and grade level discussions offer strong indication of teacher/staff application of learning from our district-developed professional development. Classroom walk-throughs offer evidence that the vast majority of elementary teachers are implementing the reading workshop model and utilizing content from the Units of Study for Reading as part of their language arts programs, which is a direct result of the professional development in which they participated this year. Through teacher survey data, classroom walk-throughs, and through direct collaboration with our Instructional Technology Coach, there is strong evidence that teachers at all levels and sites are using technology to enhance their instruction, which is an outcome of the multiple professional development sessions focused on instructional technology provided to them.</p> <p>4) Through outreach to teachers and administrators, we have ensured that all teachers have access to instructional resources based on Common Core State Standards (CCSS). Common Core-aligned curricular resources were made available to all elementary teachers, including Units of Study for Reading and Everyday Math. Teachers also used other teacher-generated materials based upon CCSS.</p> <p>5) Our 2015 CAASPP testing results indicates that at least 70% of students in all grades tested met or exceeded standards in math and at least 75% of students in all grades tested met or exceeded standards in language arts on the Smarter Balanced Assessment. Based on these results, we have set this goal for future student achievement: 80% of students will meet or exceed standards in language arts and math on the Smarter Balanced Assessment.</p> <p>6) As evidenced by student grades on report cards as well as local assessments, such as our reading benchmark assessments at the elementary level, at least 80% of students have met grade level expectations on the common local benchmark assessments we currently have in place. We are currently using common assessments in reading (K-5), and we are continuing to develop other common assessments district-wide as part of our ongoing work. Authentic teacher-created assessments are currently in use to help monitor student progress. Student grades on report cards are also used to determine student progress. To help monitor student progress over time, we will explore using a student data management system, which can reflect student achievement results from TK/kindergarten through 8th grade in the district.</p> <p>7) Our Instructional Technology Coaching has provided daily support for all teachers across the district as well as many classified instructional staff. This support has been offered to department/grade level teams through professional development, to entire teaching faculties at staff meetings, and through other individualized and small group support. Through teacher and student surveys, it is clear that the use of technology is widespread across the district and is enhancing the how our teachers are teaching and how our students are learning.</p>
LCAP Year: 2015-16			
Planned Actions/Services		Actual Actions/Services	

		Budgeted Expenditures		Estimated Actual Annual Expenditures	
1) We will target total staff compensation in top quartile of comparable districts.		All certificated and classified staff total compensation (salaries and benefits) \$32,569,125 Funding sources: LCFF and Local	1) We have made good progress in this action step. We are currently in the top quartile in all employee groups, and we will continue to focus on maintaining this position of being in the top quartile for salary and benefits (total compensation) in all groups through a compensation analysis of an updated list of comparable districts.		Anticipated costs: \$33,398,876
Scope of service:	LEA-wide		Scope of service:	LEA-wide	
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL		
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		

<p>2) We will offer a quality professional development program for staff that includes a combination of grade level collaboration, peer observations, feedback and implementation. To maintain our strong emphasis on professional development, we will offer relevant training to staff that is specific to job duties and responsibilities.</p>		<p>Registration, substitutes, & consultants \$200,000 Funding sources: LCFF, Other State, and Federal</p>	<p>2) We have provided a robust, relevant, and effective professional development to all teachers at our elementary schools and middle school that has focused on grade level collaboration, peer observations of demonstration lessons and feedback, and sharing expertise through teacher-led workshops. The topics targeted were balanced literacy, with an emphasis on reading workshop, math, and instructional technology. This included presentations by a variety of speakers targeting topics such as, instructional technology, math differentiation and math discourse, and differentiation for students with special needs. We organized day-long sessions of teacher-led workshops focused on instructional technology. In addition, over the period of 20 days throughout the school year, grade level/department teams, teacher leaders, and administrators worked with an educational consultant, with the emphasis on balanced literacy and learning walks. At the middle school, each department tailored their professional development based upon their needs and goals.</p> <p>Next year, we will provide more opportunities for internal collegial collaboration and teacher-led presentations. The primary areas of focus for professional development at the elementary sites will shift to Next Generation Science Standards (NGSS) and inquiry-based learning, instructional technology, and peer observation/feedback through learning walks. The primary areas of focus for professional development at the middle school will be instructional technology, peer observation/feedback through learning walks, and department-based work.</p>	<p>Anticipated costs: \$210,393</p>
Scope of service:	LEA-wide		Scope of service:	LEA-wide
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL	
<p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify) _____</p>			<p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other</p> <p>Subgroups:(Specify) _____</p>	

3) We will successfully implement instruction that embeds Common Core standards in math and language arts. We will use multiple measures to assess our students’ learning and progress, including the Smarter Balanced Assessment. We will continue to develop and use local assessments and district-wide protocols related to assessment.		Instructional staff costs reflected in Goal 1 Action 1.	3) On a daily basis, our teachers use the Common Core State Standards in math and language arts to develop their lessons and as a basis for their instruction. Teachers have used multiple measures to assess their students’ learning, including site- and classroom-based assessments, student work, report card grades, class participation, and Smarter Balanced Assessment results. We are in the process of developing and/or identifying district-wide, common benchmark assessments and accompanying protocols. We will continue to focus on this work in designated content areas and levels next school year.		Instructional staff costs reflected in Goal 1 Action 1.
Scope of service:	LEA-wide		Scope of service:	LEA-wide	
<u> X </u> ALL			<u> X </u> ALL		
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		
4) Teachers will integrate specific strategies to differentiate instruction and offer blended learning, including multiple technologies as an instructional tool.		Instructional staff costs reflected in Goal 1 Action 1.	4) We are making progress with this action step. We continue to focus on implementation of our District Technology Strategic Plan to ensure equitable access to devices across sites. To facilitate teachers making progress with the integration of innovative 21st century instructional strategies, we will provide increased professional development opportunities next year that target effective uses of technology to enhance instruction.		Instructional staff costs reflected in Goal 1 Action 1.
Scope of service:	LEA-wide		Scope of service:	LEA-wide	
<u> X </u> ALL			<u> X </u> ALL		
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		

<p>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p>	<p>We carefully analyzed the actions steps in this goal in the 2015-2016 LCAP and adjusted the action steps for the 2016-2017 LCAP based upon what had been accomplished during the 2015-2016 school year and what work still needed to be done in the 2016-2017 school year. Adjustments were also based upon revisions to district priorities and as a result of LCAP stakeholder engagement input. This goal will be carried over the 2016-2017 LCAP with a minor change to its wording. Instead of, "Attract, retain, and develop excellent staff," it will read, "Attract, develop, and retain excellent staff." This change in wording is also being made to the wording in our district's Strategic Plan. For specific details on the changes to each of the action steps in this goal, refer to the notes in the Annual Update for each individual action step.</p> <ul style="list-style-type: none"> - Action step 1 will be continued into the 2016-2017 LCAP without any changes to its wording. - Action step 2 will be continued into the 2016-2017 LCAP with minor changes to its wording to reflect this emphasis on collegial collaboration, the new areas of focus for professional development, and the specific mention of training needs for classified staff. - Action step 3 will be continued into the 2016-2017 LCAP with changes to its wording to reflect this emphasis developing and using common benchmark assessments to inform instruction, along with using an assessment data collection system to monitor students' progress over time. - Action step 4 will be continued into the 2016-2017 LCAP without any changes to its wording. It mirrors the language in our District Strategic Plan. <p>For a description of the changes made based upon stakeholder engagement input from our 2015-2016 LCAP to the revised 2016-2017 plan, please refer to the <i>Stakeholder Engagement for the Annual Update</i> section, which is located at the beginning of this document.</p>
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Original GOAL 2 from prior year LCAP:	Ensure high levels of student learning	<p>Related State and/or Local Priorities:</p> <p>1__X__ 2__X__ 3__ 4__X__ 5__ 6__ 7__X__ 8__X__</p> <p>COE only: 9__ 10__</p> <p>Local : MVSD Strategic Plan (www.mvschools.org)</p>
Goal Applies to:	<p>Schools: All</p> <p>Applicable Pupil Subgroups:</p>	All

<p>Expected Annual Measurable Outcomes:</p>	<p>1) Students will have access to a broad course of study.</p> <p>2) Students will be provided with current, research-based instructional resources and best practices based on Common Core State Standards.</p> <p>3) Based on information gathered from 2015 Smarter Balanced Assessment testing results, we will establish a baseline for future student achievement goals.</p> <p>4) 80% of students will meet grade level expectations on local benchmark assessments.</p> <p>5) 35% of EL students will be reclassified as Fluent English Proficient.</p>	<p>Actual Annual Measurable Outcomes:</p>	<p>1) All students have been given access to a broad course of study, which includes language arts, math, science, social studies, visual and performing arts, music, and physical education. This focus on offering students a well-rounded educational experience that emphasizes academics, 21st century technology skills, strong character, healthy mind and body development, stewardship, and the arts is a core value, and therefore, a high priority in the district.</p> <p>2) Through staff outreach, we have ensured that all students have been provided with instructional resources based on Common Core State Standards (CCSS). Common Core-aligned curricular resources, Units of Study for Reading and Everyday Math, were made available to all elementary teachers. Teachers also develop materials based upon CCSS, which are provided to students.</p> <p>3) Our 2015 CAASPP testing results indicate that at least 70% of students in all grades tested met or exceeded standards in math and at least 75% of students in all grades tested met or exceeded standards in language arts on the Smarter Balanced Assessment. Based on these results, we have set this goal for future student achievement: 80% of students will meet or exceed standards in language arts and math on the Smarter Balanced Assessment.</p> <p>4) As evidenced by student grades on report cards as well as local assessments, such as our reading benchmark assessments at the elementary level, at least 80% of students have met grade level expectations on the common benchmark assessments we currently have in place.</p> <p>5) 31 out of the 78 total EL students, or 40%, in the district were reclassified as Fluent English Proficient this year.</p>
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Expected Annual Measurable Outcomes:	<p>6) All EL students will show progress on the CELDT.</p> <p>7) All students will be provided the opportunity to participate in project-based learning experiences.</p> <p>8) Students at Mill Valley Middle School will have the opportunity to participate in globally focused learning experiences, such as World Savvy Club and Global Teacher Inquiry Project.</p> <p>9) All 8th grade students at Mill Valley Middle School will participate in the 1:1 iPad program.</p> <p>10) Students will demonstrate the attributes of the "Profile of a Successful Mill Valley Student."</p> <p>11) District, school and teacher websites will offer current and relevant information for families.</p>	Actual Annual Measurable Outcomes:	<p>6) The following data reflects the progress that EL students made on the CELDT in their overall CELDT scores from the 2014-2015 school year to the 2015-2016 school year.</p> <ul style="list-style-type: none"> - 54% of students advanced one (or more) levels - 34% of students stayed at the same level - 10% of students went down a level <p>The following data reflects the progress that EL students made on the CELDT in one category (Speaking, Listening, Reading, and Writing) from the 2014-2015 school year to the 2015-2016 school year.</p> <ul style="list-style-type: none"> - 45% of students advanced one or more levels in Listening - 38% advanced one or more levels in Speaking - 57% advanced one or more levels in Reading - 40% advanced one or more levels in Writing <p>7) The majority of students have been provided the opportunity to participate in project-based learning experiences. This is evidenced through principal observations during classroom walk-throughs as well as teacher input during discussions.</p> <p>8) 725 students at Mill Valley Middle School have had the opportunity to participate in globally focused learning experiences this year, such as World Savvy Club and Global Teacher Inquiry Project.</p> <p>9) All 8th grade students at Mill Valley Middle School are participating in the 1:1 iPad program. iPads have been embedded into classroom instruction so that these devices enhance the teaching and learning students experience at MVMS every day.</p> <p>10) All students consistently demonstrate one or more attributes of the "Profile of a Successful Mill Valley Student," as evidenced by classroom observations and staff feedback. Students in grades 2-8 have been recognized at Board meetings for demonstrating these traits.</p> <p>11) We are working towards the district, school and teacher websites offering current and relevant information for families.</p>
LCAP Year: 2015-16			
Planned Actions/Services	Actual Actions/Services		
	Budgeted Expenditures		Estimated Actual Annual Expenditures

<p>1) Students will have high levels of learning based upon Common Core academic content and performance standards and will have access to standards-aligned instructional materials. This includes Everyday Math curriculum in our elementary school classrooms. This will be evidenced through student work and assessment results, including scores on the Smarter Balanced Assessment and other local measures.</p>	<p>\$100,000 Textbooks and materials Funding sources: LCFF and Other State</p>	<p>1) CAASPP scores indicate high levels of learning for our students. Specifically, in all grades tested, 75% of students in all grades tested met or exceeded standards in ELA, 70% of students in all grades tested met or exceeded standards in Math, and roughly 90% of students in grades tested scored proficient or advanced in Science. We found that CAASPP scores did not offer information about specific areas of need for individual students, however.</p> <p>Teachers have used classroom-based assessments to determine students' understanding of content along with report card grades to track student progress. Our next step is to develop common, local assessment measures to complement our current methods.</p> <p>This year, new Common Core-aligned curricular resources were made available to all elementary teachers, including Units of Study for Reading and Everyday Math. Teachers were given the flexibility to use these materials as their core curriculum, as supplemental resources, or for reference when developing their own reading and math programs. Teachers also used other teacher-generated materials based upon Common Core State Standards.</p>	<p>Anticipated costs: \$80,409</p>
<p>Scope of service: LEA-wide</p>		<p>Scope of service: LEA-wide</p>	
<p><input checked="" type="checkbox"/> ALL</p>		<p><input checked="" type="checkbox"/> ALL</p>	
<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____</p>		<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____</p>	

<p>2) Students will be offered a learning environment that provides deep content/inquiry-based student learning through project-based and differentiated instruction.</p>	<p>Instructional staff costs reflected in Goal 1 Action 1.</p>	<p>2) We are making progress with this action step. Teacher collaboration and professional development have largely focused on providing deep content instruction to students.</p> <p>For the next three years, we will have a focus on inquiry-based learning at the elementary sites. This work will begin by building a common understanding of inquiry-based/project-based instruction through the exploration of different models, including project-based learning and International Baccalaureate. This emphasis on inquiry will also connect to our work with the Next Generation Science Standards. Teachers will be offered the opportunity to attend a Project Based Learning Summer Institute in August.</p> <p>As part of this work, we will need to develop a tool, such as one based on observation protocols connected Depth of Knowledge (DOK) Levels, to help measure our progress. We will gather this qualitative, non-evaluative data using these observation protocols during classroom walk-throughs to offer information on teachers' implementation of inquiry-based and project-based learning.</p>	<p>Instructional staff costs reflected in Goal 1 Action 1.</p>
<p>Scope of service: LEA-wide</p>		<p>Scope of service: LEA-wide</p>	
<p><input checked="" type="checkbox"/> ALL</p>		<p><input checked="" type="checkbox"/> ALL</p>	
<p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify) _____</p>		<p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other</p> <p>Subgroups:(Specify) _____</p>	

3) Students will participate in 21st century learning opportunities that foster global/international perspectives and awareness.		Instructional staff costs reflected in Goal 1 Action 1.	3) We are making progress with this action step. The extent of this progress depends primarily on individual teachers as well as school initiatives. District-wide professional development on instructional technology has begun to increase teachers’ comfort level with basic 21st century skills (communication, collaboration, creativity and critical thinking) as well as encourage connections outside the classroom. We are exploring various opportunities and programs to help connect our students to the global community (e.g. World Savvy, International Baccalaureate, Global Studies Teacher Inquiry Project). We will continue to seek field trip and guest speaker experiences to broaden students’ understanding of the world and global competencies. We also plan to start exploring the world language instruction at our elementary schools, and this will begin with establishing a research committee to begin the work.		Instructional staff costs reflected in Goal 1 Action 1.
Scope of service:	LEA-wide		Scope of service:	LEA-wide	
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL		
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		
4) Students will be offered quality teaching with the use of innovative 21st century instructional technologies through blended and differentiated learning.		Instructional staff costs reflected in Goal 1 Action 1, including Instructional Technology Coach	4) We are making progress with this action step. We continue to focus on implementation of our District Technology Strategic Plan to ensure equity of access to devices across sites. To facilitate teachers making progress with the integration of innovative 21st century instructional strategies, we will provide increased professional development opportunities next year that target effective uses of technology to enhance instruction. Towards this end, we will explore an increase in instructional technology coaching support.		Instructional staff costs reflected in Goal 1 Action 1, including Instructional Technology Coach
Scope of service:	LEA-wide		Scope of service:	LEA-wide	
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL		
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		

<p>5) We will continue to provide diversified two-way communication with our school communities through our district, school, and teacher websites and other means.</p>	<p>Staff costs reflected in Goal 1 Action 1.</p>	<p>5) We are making progress with this action step. We continue to prioritize providing informative, timely, and succinct messages to MVSD families and the community through a variety of communication tools. We will work to ensure that this communication with MVSD families is a two-way process.</p> <p>We are in the process of redesigning our district websites so that they are optimized for viewing on all formats, including mobile devices.</p> <p>We will maintain our focus on regularly updating district, school, and teacher websites with current, relevant content. To do so, we will continue to offer training for staff so that they are able to maintain updated websites.</p>	<p>Staff costs reflected in Goal 1 Action 1.</p>
<p>Scope of service: LEA-wide</p> <p><input checked="" type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify) _____</p>		<p>Scope of service: LEA-wide</p> <p><input checked="" type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other</p> <p>Subgroups:(Specify) _____</p>	
<p>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p>	<p>We examined the actions steps in this goal in the 2015-2016 LCAP and adjusted the action steps for the 2016-2017 LCAP based upon what had been accomplished during the 2015-2016 school year and what work still needed to be done in the 2016-2017 school year. Adjustments were also based upon revisions to district priorities and as a result of LCAP stakeholder engagement input. This goal will be carried over the 2016-2017 LCAP without any changes to its wording. For specific details on the changes to each of the action steps in this goal, refer to the notes in the Annual Update for each individual one.</p> <ul style="list-style-type: none"> - Action step 1 will be continued into the 2016-2017 LCAP with minor changes to its wording. - Action step 2 will be continued into the 2016-2017 LCAP with minor changes to its wording. It mirrors the language in our District Strategic Plan. - Action step 3 will be continued into the 2016-2017 LCAP with minor changes to its wording. It mirrors the language in our District Strategic Plan. - Action step 4 will be continued into the 2016-2017 LCAP without any changes to its wording. It mirrors the language in our District Strategic Plan. - Action step 5 will be continued into the 2016-2017 LCAP with a minor change to its wording. <p>For a description of the changes made based upon stakeholder engagement input from our 2015-2016 LCAP to the revised 2016-2017 plan, please refer to the <i>Stakeholder Engagement for the Annual Update</i> section, which is located at the beginning of this document.</p>		

Original GOAL 3 from prior year LCAP:	Offer effective intervention programs to meet the needs of all students			Related State and/or Local Priorities: 1__X__ 2__X__ 3__X__ 4__X__ 5__X__ 6__X__ 7__ 8__ COE only: 9__ 10__ Local : MVSD Strategic Plan www.mvschools.org
Goal Applies to:	Schools:	All		
	Applicable Pupil Subgroups:		Low income students English Language Learners Foster Youth Other Pupil Subgroups TBD	
Expected Annual Measurable Outcomes:	1) Based on information gathered from 2015 Smarter Balanced Assessment testing results, we will establish a baseline for future student achievement goals. 2) 80% of students receiving academic intervention will make progress towards performing at grade level on local assessments. 3) Using student/counseling ratio as a guide, student contact hours with counseling staff will be maintained.		Actual Annual Measurable Outcomes:	1) Our 2015 CAASPP testing results indicate that at least 70% of students in all grades tested met or exceeded standards in math and at least 75% of students in all grades tested met or exceeded standards in language arts on the Smarter Balanced Assessment. Based on these results, we have set this goal for future student achievement: 80% of students will meet or exceed standards in language arts and math on the Smarter Balanced Assessment. 2) As evidenced by report card grades as well as local assessments used by classroom teachers and intervention teachers, some of the students receiving academic intervention made progress towards performing at grade level on local assessments. However, we need to develop a data collection system to better analyze and determine student progress. At the middle school, students enrolled in supported Core and math classes showed good progress towards grade level standards. However, students in Academic Workshop classes did not make the same degree of progress. With this information, we will maintain the supported classes at the middle school. To align with the 6 th grade reading support class, we will shift the Academic Workshop language arts classes at 7 th and 8 th grade to focus on reading classes. 3) Using student/counseling ratio as a guide, student contact hours with counseling staff were increased at the elementary sites. This was due to the increase in counseling FTE that was put into place this year at the elementary schools in the district. However, there was not an increase in counseling FTE at the middle school. As a result, student contact hours with counseling staff were not increased at the middle school.

<p>Expected Annual Measurable Outcomes:</p> <p>4) Students' access to 1:1 and group counseling will be maintained.</p> <p>5) We will establish criteria to identify the students with persistent behavioral challenges and multiple behavioral referrals. We will monitor the progress of these students, with additional counseling and other supports in place, by tracking their behavior referrals.</p> <p>6) There will be increased student participation in middle school clubs.</p> <p>7) We will maintain statistically insignificant suspension, expulsion, and dropout rates.</p> <p>8) We will reduce the number of students who are chronically absent and maintain an attendance rate of at least 95%.</p> <p>9) We will maintain opportunities for families to access referrals to services.</p> <p>10) Reading and Math Program (RAMP) Curriculum Committee will investigate, identify, and implement high quality, research-based intervention practices and materials.</p> <p>11) ELD Curriculum Committee will investigate, identify, and implement high quality, research-based intervention practices and materials.</p> <p>12) ELD teachers will use ELD standards for program implementation.</p> <p>13) 35% of EL students will be reclassified as Fluent English Proficient.</p>	<p>Actual Annual Measurable Outcomes:</p> <p>4) With the increased counseling FTE put in place at the elementary schools this year, students' access to 1:1 and group counseling was increased at these sites. This was due to the increase in counseling FTE at elementary schools this year. However, without an increase in counseling FTE at the middle school. As a result, there was not an increase in student access to 1:1 and group counseling at the middle school.</p> <p>5) At the middle school, the staff has utilized a Multi-Disciplinary Team approach to identify students with persistent behavioral challenges. The admin team and counselors regularly monitor the progress of these students and offer appropriate interventions to address each student's areas of concern.</p> <p>6) There has been increased student participation in middle school clubs, which may be due to increased choices of clubs offered. Some of the new clubs at the middle school this year include mountain biking, fantasy football, and videography.</p> <p>7) We have a maintained statistically insignificant suspension rate, and no expulsion or student dropouts. At the middle school, there has been a decrease in the number of suspensions. In the 2014-2015 school year, there were 21 out of 1050 students suspended at the middle school. With the implementation of Restorative Justice at the site, 11 out 1069 students have been suspended in the 2015-2016 school year. In addition, there have been 96 behavioral referrals in the 2015-2016 school year and 153 behavior instances at the middle school.</p> <p>8) We have reduced the number of students who are chronically absent, and we have maintained an attendance rate of 96.65% for the district this school year (though April 15, 2016).</p> <p>9) We have maintained opportunities for families to access referrals to services. We have continued to edit this list of services annually to ensure it is updated and available to families in need.</p> <p>10) The RAMP Intervention team is implementing Leveled Literacy Intervention, which is a high-quality, research-based, intervention curriculum.</p> <p>11) The ELD Team has implemented Kate Kinsella's Academic Vocabulary Toolkit, which is a high-quality, research-based ELD curriculum focused on academic vocabulary development.</p> <p>12) ELD teachers use ELA/ELD standards and Common Core State Standards as a basis for developing their ELD program.</p> <p>13) 31 out of the 78 total EL students, or 40%, in the district were reclassified as Fluent English Proficient this year.</p>
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Expected Annual Measurable Outcomes:	14) All EL students will show progress on the CELDT.	Actual Annual Measurable Outcomes:	14) The following data reflects the progress that EL students made on the CELDT in their overall CELDT scores from the 2014-2015 school year to the 2015-2016 school year. <ul style="list-style-type: none"> - 54% of students advanced one (or more) levels - 34% of students stayed at the same level - 10% of students went down a level The following data reflects the progress that EL students made on the CELDT in one category (Speaking, Listening, Reading, and Writing) from the 2014-2015 school year to the 2015-2016 school year. <ul style="list-style-type: none"> - 45% of students advanced one or more levels in Listening - 38% advanced one or more levels in Speaking - 57% advanced one or more levels in Reading - 40% advanced one or more levels in Writing
LCAP Year: 2015-16			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures

<p>1) The district will support school-wide efforts that address students' social, emotional and behavioral needs.</p> <p>We will increase our counseling staffing by .2 FTE, evaluate its effectiveness, and increase as needed. This continues to enhance the emotional support we offer students and increase students' feeling of connectedness to school.</p> <p>Counselors will communicate with families in need about outside services in order to promote families accessing these resources.</p> <p>As part of Mill Valley Middle School's practices to address and reduce disciplinary issues, restorative justice practices will be implemented when appropriate.</p>	<p>Staff costs included in Goal 1 Action 1. Counselor total compensation (salaries and benefits) \$578,513</p> <p>Funding sources: LCFF Base - \$518,066 and LCFF Supplemental - \$60,447</p>	<p>1) We are making progress with this action step. We will maintain our focus on supporting efforts at each school that address students' social, emotional, and behavioral needs. The increase in counseling staffing has positively impacted the service we are able to offer students needing emotional support. This increased counseling staffing has also helped us address student attendance issues, and we will continue to explore ideas to address chronic student absenteeism.</p> <p>This additional counseling FTE has offered more time for counselors to communicate with families about outside services that may be of assistance. We will continue to cull, edit and publish this list of services annually to ensure it is updated, accurate, and available to families in need.</p> <p>Restorative justice practices have been utilized regularly this year by the middle school staff as an additional method to address student disciplinary issues. The middle school admin team will examine disciplinary reports and interview students who received restorative justice services. This data and other forms of feedback will be used to analyze the program's effectiveness as it continues into next school year.</p> <p>Using student feedback data, we will continue to evaluate the effectiveness of our counseling program to determine if students are accessing their learning from the counseling staff.</p> <p>At the middle school, interns will continue to work with students who need more frequent check-ins than counselors are able to provide. In addition, the educational therapist works with a large caseload of students, both with IEPs and in general education.</p> <p>To increase their connectedness to school, middle school staff will continue to explore ways to further promote clubs and encourage students to create and join them.</p>	<p>Anticipated costs: \$668,744</p>
<p>Scope of service: LEA-wide</p>		<p>Scope of service: LEA-wide</p>	
<p><u> X </u> ALL</p>		<p><u> X </u> ALL</p>	

<p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify) _____</p>		<p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other</p> <p>Subgroups:(Specify) _____</p>	
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<p>2) To increase student access to academic interventions across the district, we will increase and evaluate the effectiveness of increased FTE for Middle School Academic Workshop and RAMP across the district.</p> <p>The Reading and Math Program (RAMP) intervention program will be fine-tuned with current researched best practices, and teachers will be provided with and use high quality intervention materials.</p> <p>To enhance the quality of instruction and intervention provided to students in RAMP, teachers in these programs will be provided professional development.</p>	<p>Instructional staff costs included in Goal 1 Action 1. RAMP instructional support total compensation (salaries and benefits) \$341,765 Middle School Academic Workshop teacher total compensation (salaries and benefits) \$199,341 Funding sources: LCFF Base - \$270,603 and LCFF Supplemental - \$270,503 Total - \$541,106</p>	<p>2) We are making progress with this action step. At the middle school, we have had academic workshops in language arts and math for the 7th and 8th grades. These intervention classes are an addition to the other math support classes and supported Core (English and Social Studies) classes in 7th and 8th grade, as well as the 6th Grade Reading class. These intervention classes have been effective at meeting students' needs, as evidenced by the report card grades, class participation, and school attendance data. We need to examine student grades more closely to determine if 80% of students are meeting grade level standards. Beginning 2016-2017 school year, we will be eliminating our Supported Core (English and Social Studies), and replacing them with targeted reading intervention. Teachers will be trained in Leveled Literacy Instruction and class sizes will be capped at 12 students. Additionally, we will seek to provide training to all staff around curriculum differentiation in order to best support and meet the needs of all learners.</p> <p>In addition to the intervention classes in place at the middle school, there are two 30-minute sessions per week, referred to as Panther Time, where students have access to their teachers for support. During Panther Time, students engage in progress monitoring or "planner checks." Panther Time has been helpful for students to check in with teachers and receive additional support. This intervention will be refined for next school year.</p> <p>At the elementary level, RAMP teachers have engaged in monthly district-wide professional development sessions this year. During these sessions, they have discussed their programs, shared best practices, engaged in reading of professional texts, and researched materials to best support students' needs.</p> <p>RAMP teachers have also met in teams to identify and pilot research-based, high-quality intervention materials that best meet their students' needs. The teachers have started implementing the use of these instructional materials. Our district Instructional Materials Center houses this curriculum in a central location, and RAMP teachers can check out for use in their programs. In addition, leveled books and assessment tools have been purchased for each school site.</p>	<p>Anticipated costs: \$578,216</p>
Scope of service:	LEA-wide	Scope of service:	LEA-wide

__ALL OR: <input checked="" type="checkbox"/> Low Income pupils __English Learners <input checked="" type="checkbox"/> Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			__ALL OR: <input checked="" type="checkbox"/> Low Income pupils __English Learners <input checked="" type="checkbox"/> Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		
3) We will offer and expand afterschool intervention/homework programs that target students needing additional support in order to help them understand their homework and access their classroom learning based on CCSS.		Instructional staff costs reflected in Goal 1 Action 1.	3) We are making progress with this action step. Intervention/homework programs that take place before or after school are in place at all elementary schools. The number of sessions offered each week varies from one site to another. These programs have been effective in offering student academic support, as evidenced by outcomes that includes class participation, student work, report card grades, and attendance. We need to periodically examine this data to determine the continued effectiveness of these intervention programs. To measure progress over time, we need to examine and compare assessment data from 2015 and 2016. We will continue to look at the effectiveness of the practices employed during these programs and the impact on student learning. We will explore expanding the program through an increase in FTE and/or use current staffing differently in order to serve as many students in need as possible.		Instructional staff costs reflected in Goal 1 Action 1.
Scope of service:	LEA-wide		Scope of service:	LEA-wide	
__X ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			__X ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		

<p>4) We will conduct regular assessments to monitor the progress of students who are participating in interventions. Students will be monitored for baseline assessment prior to service/intervention.</p>	<p>Instructional staff costs are reflected in Goal 1 Action 1.</p>	<p>4) We are making progress with this action step. We need to decide which intervention programs will be used consistently throughout the district and determine which pretests and posttests will be used to monitor student progress.</p> <p>We need to ensure that all of the intervention teachers are trained in administering district-wide assessments.</p> <p>We also need to develop short-term targets that will help a student move to the broader goal of meeting grade level standards. In the process, we also need to determine if the student should be assessed for Special Education services.</p>	<p>Instructional staff costs are reflected in Goal 1 Action 1.</p>
<p>Scope of service: LEA-wide</p> <p><input checked="" type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify) _____</p>		<p>Scope of service: LEA-wide</p> <p><input checked="" type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other</p> <p>Subgroups:(Specify) _____</p>	
<p>5) In an effort to maintain our attendance rate, we will continue our systematic communication with the families of students who have inconsistent attendance.</p>	<p>Staff costs are reflected in Goal 1 Action 1.</p>	<p>5) We have made good progress with this action step. We have established and implemented systematic, district-wide practices regarding attendance to ensure students are in school. Our schools communicate regularly to the parents of children with inconsistent attendance, including excessive absences and/or tardies, through common messages and timelines. We will continue to keep these district-wide practices in place so that parents receive fair and consistent communication regarding attendance from all of our schools.</p> <p>In our communication with families, we will continue to cited district's Board policies and Ed Code regarding attendance. We will also inform them of the Student Attendance Review Board (SARB) process and conduct SARB meetings when needed.</p> <p>We will continue to analyze district-wide attendance data to determine possible next steps and where we should focus our efforts to increase student attendance in school. However, we have met our goal of establishing district-wide communication practices regarding attendance and our attendance of 96.65% has exceeded our goal of 95%.</p>	<p>Staff costs are reflected in Goal 1 Action 1.</p>

Scope of service:	LEA-wide		Scope of service:	LEA-wide	
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL		
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		
<p>6) The English Language Development (ELD) program will integrate best practices for ELD instruction. Our ELD staff will be provided with relevant professional development opportunities, and they will be provided with and use high quality ELD instructional materials.</p>		<p>Certificated and instructional support total compensation (salaries and benefits) \$153,527 Funding sources: LCFF Base - \$25,437 and LCFF Supplemental - \$128,090</p>	<p>6) We are making progress with this action step. The ELD team has met regularly this year to discuss their programs, share best practices with one another, and explore curricular materials that can be used to best support their students' language acquisition needs. The team has also attended multiple workshops focused on embedding targeted instructional strategies into their ELD programs, and they are integrating these into their programs. This focus on professional development will continue into next school year.</p> <p>We would like to see the ELD team share their expertise and knowledge about effective strategies to employ with EL students with classroom teachers. By sharing these strategies with classroom teachers, our goal is for them to be used across settings.</p> <p>The ELD team has identified and piloted ELD research-based, high-quality instructional materials that best meet their students' academic vocabulary needs. The teachers have started implementing these new curricular materials in their programs. They are in the process of exploring other ELD curriculum to complement the materials focused on academic vocabulary development. This work of vetting, selecting, and piloting curriculum will continue into the 2016-2017 school year.</p> <p>We need to examine our CELDT data and EL redesignation rates more closely, and analyze our EL students' progress on benchmark reading assessments. This will allow us to better monitor our students' English language acquisition and academic growth.</p>		<p>Anticipated costs: \$168,406</p>
Scope of service:	LEA-wide		Scope of service:	LEA-wide	
<input type="checkbox"/> ALL			<input type="checkbox"/> ALL		
OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		

<p>7) To facilitate our English Learners accessing the Common Core academic content standards and the English Language Development standards, we will use this academic content and these performance standards to develop our ELD program and to determine how we serve students. We will administer the California English Language Development Test (CELDT) to monitor our students' progress acquiring English.</p>	<p>ELD instructional costs are reflected in Goal 3 Action 6.</p>	<p>7) We are making progress with this action step. The ELD team is increasing their knowledge of the new ELD standards. They have been working on building their programs based upon the Common Core State Standards and ELD Standards. With this focus on these standards, integration of strategies focused on the particular needs of EL students, and implementation of new curriculum, our district-wide ELD program is becoming enhanced.</p> <p>The area of growth for our district is to extend these practices out of the small group setting of the ELD room and integrate them into regular classrooms. Our classroom teachers would benefit from learning about the new ELD Standards along with strategies to best serve their EL students in their classrooms. These students would also receive great benefit from this spreading of ELD practices across settings.</p> <p>We have also enhanced our California English Language Development Test (CELDT) administration process so that it is more efficient and allows for ELD instruction to begin sooner in the fall. We need to continue to monitor our students' CELDT progress from year to year to determine if every child is moving up a level on CELDT each year.</p>	<p>ELD instructional costs are reflected in Goal 3 Action 6.</p>
<p>Scope of service: LEA-wide</p>		<p>Scope of service: LEA-wide</p>	
<p><u> </u> ALL</p>		<p><u> </u> ALL</p>	
<p>OR:</p> <p><u> </u> Low Income pupils <u> X </u> English Learners</p> <p><u> </u> Foster Youth <u> </u> Redesignated fluent English proficient</p> <p><u> </u> Other Subgroups:(Specify) _____</p>		<p>OR:</p> <p><u> </u> Low Income pupils <u> X </u> English Learners</p> <p><u> </u> Foster Youth <u> </u> Redesignated fluent English proficient <u> </u> Other</p> <p>Subgroups:(Specify) _____</p>	

<p>8) We will maintain EL support across the district, evaluate the program's effectiveness, and increase ELD staffing as appropriate.</p> <p>We will strengthen parent communication and involvement. Schools will explore different modes of communication and ensure accessibility to all parents of EL students.</p>	<p>ELD instructional costs are reflected in Goal 3 Action 6.</p>	<p>8) We are making progress with this action step. As part of evaluating the ELD program, we have analyzed our RFEP classification rate as well as the number of students who showed growth on the CELDT from 2014-2015 to the current school year. This data indicates that 40% of EL students were reclassified as Fluent English Proficient. 54% of students advanced one (or more) levels EL students showed progress on the CELDT in their overall CELDT score. We will continue to monitor the number of EL students in the district and evaluate the program's effectiveness.</p> <p>This school year we were able to increase our ELD staffing at the middle school, which allowed us to differentiate our support for Beginner EL students from other EL students. At the elementary level, we did not increase our ELD staffing, but we analyzed and reworked teachers' schedules so that we were able to increase the service hours for students. This has offered better ELD support for students this school year.</p> <p>To strengthen parent communication and involvement, we have increased the number of District English Language Advisory Committee (DELAC) meetings this school year. In these meetings, we included round-table discussions, presentations, and other formats to share information as well as engage in two-way dialogue. The topics of these sessions were based upon feedback in parent surveys. We will continue to build on this success in future DELAC meetings.</p> <p>We seek to increase parent attendance at DELAC meetings, and we are exploring different types of outreach and communication methods. This includes building an ELD page on the district website, where parents of EL students can access relevant information about the ELD program as well as ways to support their children.</p>	<p>ELD instructional costs are reflected in Goal 3 Action 6.</p>
<p>Scope of service: LEA-wide</p>		<p>Scope of service: LEA-wide</p>	
<p><input type="checkbox"/> ALL</p>		<p><input type="checkbox"/> ALL</p>	
<p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify) _____</p>		<p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other</p> <p>Subgroups:(Specify) _____</p>	

9) For Redesignated Fluent English Proficient students, we will monitor the academic progress of students after reclassification.		ELD instructional costs are reflected in Goal 3 Action 6.	9) We are making progress with this action step. Students who have been reclassified as Redesignated Fluent English Proficient (RFEP) are being monitored for two years to ensure that they are progressing with their classroom learning, proficient application of the Common Core State Standards, and continued advanced use of English. This progress is evidenced by class participation, student work, report card grades, and attendance. We need to examine the effectiveness of our current process, and enhance it as necessary.		ELD instructional costs are reflected in Goal 3 Action 6.
Scope of service: LEA-wide			Scope of service: LEA-wide		
__ ALL			__ ALL		
OR: __ Low Income pupils __ English Learners __ Foster Youth <u> X </u> Redesignated fluent English proficient __ Other Subgroups:(Specify) _____			OR: __ Low Income pupils __ English Learners __ Foster Youth <u> X </u> Redesignated fluent English proficient __ Other Subgroups:(Specify) _____		

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?

We reviewed the actions steps in this goal in the 2015-2016 LCAP and adjusted the action steps for the 2016-2017 LCAP based upon what has been accomplished during the 2015-2016 school year and what work still needed to be done in the 2016-2017 school year. Adjustments have also been based upon revisions to district priorities and as a result of LCAP stakeholder engagement input. This goal will be carried over the 2016-2017 LCAP without any changes to its wording. For specific details on the changes to each of the action steps in this goal, refer to the notes in the Annual Update for each action step. There will be a new action step in Goal 3 in next year's LCAP that addresses the achievement gap between different subgroups of students in the district.

- Action step 1 will be continued into the 2016-2017 LCAP with minor changes to its wording.
- Action step 2 will be continued into the 2016-2017 LCAP with some changes to its wording that includes a sentence moved from Action 4 about the use of assessments to monitor students' progress.
- Action step 3 will be continued into the 2016-2017 LCAP with additional language that includes exploring the implementation of programs at the middle school, along with a sentence moved from Action 4 regarding the use of assessment to monitor students' progress.
- Action 4 will be eliminated as a separate action step in the 2016-2017 LCAP, and instead will be integrated into action steps 2 and 3.
- Action step 5 will be discontinued and will not be part of the 2016-2017 LCAP.
- Action step 6 will be continued into the 2016-2017 LCAP with additional language from Actions 7 and 8, along with a sentence about setting up an ELD page on the district website.
- The content of action step 7 will be embedded into Action 6 and 9. It will be eliminated as a separate action step in the 2016-2017 LCAP.
- The content of action step 8 will be embedded into Action 6. It will be eliminated as a separate action step in the 2016-2017 LCAP.
- Action step 9 will be continued into the 2016-2017 LCAP with additional language from Action 7 related to the administration of the CELDT. Also included is language related to using ELD benchmark assessments to help monitor students' English language acquisition, along with a statement about developing a system to better monitor the progress of students who have been reclassified as RFEP.

For a description of the changes made based upon stakeholder engagement input from our 2015-2016 LCAP to the revised 2016-2017 plan, please refer to the *Stakeholder Engagement for the Annual Update* section, which is located at the beginning of this document.

Section 3: Use of Supplemental and Concentration Grant funds and Proportionality

- A. In the box below, identify the amount of funds in the LCAP year calculated on the basis of the number and concentration of low income, foster youth, and English learner pupils as determined pursuant to 5 CCR 15496(a)(5).

Describe how the LEA is expending these funds in the LCAP year. Include a description of, and justification for, the use of any funds in a district-wide, school-wide, county-wide, or charter-wide manner as specified in 5 CCR 15496.

For school districts with below 55 percent of enrollment of unduplicated pupils in the district or below 40 percent of enrollment of unduplicated pupils at a school site in the LCAP year, when using supplemental and concentration funds in a district-wide or school-wide manner, the school district must additionally describe how the services provided are the most effective use of funds to meet the district's goals for unduplicated pupils in the state and any local priority areas. (See 5 CCR 15496(b) for guidance.)

Total amount of Supplemental and Concentration grant funds calculated:	\$285,248
<p>Our district's 2016-2017 supplemental LCFF funds are projected to be \$285,248.</p> <p>The Mill Valley School District focuses on the whole child. Specific district-wide services that target academic intervention and student-based counseling provide additional support and resources to assist those students with extra needs. These programs help our district develop qualitative measures to determine the effectiveness of the programs on our sub-groups.</p> <p>These programs are principally directed at our students of highest need. These at-risk students include our foster youth, low-income students, and our EL students. Our academic intervention services are offered to those students struggling to meet grade level grade standards. Students who are not at-risk, and specifically not in need of academic interventions, do not participate in RAMP at the elementary school level or the Academic Workshop at the middle school. As social-emotional and mental health support, counseling services are offered to students as needed.</p> <p>We started offering RAMP/Academic Workshop over 15 years ago because we determined that a portion of our students were not meeting our grade level targets in math and language arts. In order to ensure that these students become academically more successful, we began offering these strategic interventions. With these in place, we have seen steady progress for our students in need. Our district believes that providing these services is the most effective use of the supplemental LCFF funds because our experience has demonstrated that these programs enable high-need students to make grade level progress and matriculate with their peers.</p> <p>- Counseling - \$43,348 - Elementary Reading and Math Program (RAMP) and Middle School Academic Workshop - \$230,961 - ELD Program - \$10,939</p>	

- B. In the box below, identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all pupils in the LCAP year as calculated pursuant to 5 CCR 15496(a).

Consistent with the requirements of 5 CCR 15496, demonstrate how the services provided in the LCAP year for low income pupils, foster youth, and English learners provide for increased or improved services for these pupils in proportion to the increase in funding provided for such pupils in that year as calculated pursuant to 5 CCR 15496(a)(7). An LEA shall describe how the proportionality percentage is met using a quantitative and/or qualitative description of the increased and/or improved services for unduplicated pupils as compared to the services provided to all pupils.

1.26	%
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In the Mill Valley Middle School, the following academic interventions are offered to at-risk students:

English Language Arts

- Reading Intervention - 6th, 7th & 8th Grade (One class at each grade level)

Math

- Math Academic Workshop - 6th, 7th & 8th Grade (One class at each grade level)

- Supported Math classes - 6th, 7th & 8th Grade (One class at each grade level)

These intervention classes are principally directed at our students of highest need. These at-risk students include our foster youth, low-income students, and EL students. Students who are in these subgroups will receive significantly more academic intervention support and counseling services than the regular general student population. The general student population at Mill Valley Middle School receives four sections of English/Language Arts per week. Students enrolled in the ELA or Math Academic Workshop classes receive an additional four periods in either content area, which is nearly a 100% increase in service.

At our elementary sites, we offer RAMP intervention services to students who are struggling to meet grade level academic demands and expectations. As with the middle school's academic interventions listed above, RAMP services are principally directed at our students with greatest need, which includes our foster youth, low-income students, and EL students. The amount of time that students participate in RAMP intervention classes is nearly a 100% increase in service, when compared to the general student population at our elementary school.

NOTE: Authority cited: Sections 42238.07 and 52064, Education Code. Reference: Sections 2574, 2575, 42238.01, 42238.02, 42238.03, 42238.07, 47605, 47605.5, 47606.5, 48926, 52052, 52060-52077, and 64001, Education Code; 20 U.S.C. Section 6312.

LOCAL CONTROL AND ACCOUNTABILITY PLAN AND ANNUAL UPDATE APPENDIX

For the purposes of completing the LCAP in reference to the state priorities under Education Code sections 52060 and 52066, the following shall apply:

- (a) "Chronic absenteeism rate" shall be calculated as follows:
 - (1) The number of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30) who are chronically absent where "chronic absentee" means a pupil who is absent 10 percent or more of the schooldays in the school year when the total number of days a pupil is absent is divided by the total number of days the pupil is enrolled and school was actually taught in the total number of days the pupil is enrolled and school was actually taught in the regular day schools of the district, exclusive of Saturdays and Sundays.
 - (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
 - (3) Divide (1) by (2).

- (b) "Middle School dropout rate" shall be calculated as set forth in California Code of Regulations, title 5, section 1039.1.

- (c) "High school dropout rate" shall be calculated as follows:
 - (1) The number of cohort members who dropout by the end of year 4 in the cohort where "cohort" is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.
 - (2) The total number of cohort members.
 - (3) Divide (1) by (2).

- (d) "High school graduation rate" shall be calculated as follows:
 - (1) The number of cohort members who earned a regular high school diploma [or earned an adult education high school diploma or passed the California High School Proficiency Exam] by the end of year 4 in the cohort where "cohort" is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.
 - (2) The total number of cohort members.
 - (3) Divide (1) by (2).

(e) "Suspension rate" shall be calculated as follows:

- (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was suspended during the academic year (July 1 – June 30).
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
- (3) Divide (1) by (2).

(f) "Expulsion rate" shall be calculated as follows:

- (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was expelled during the academic year (July 1 – June 30).
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
- (3) Divide (1) by (2).