

§ 15497. Local Control and Accountability Plan and Annual Update Template.**Introduction:**

LEA: MILL VALLEY SCHOOL DISTRICT Contact: Paul Johnson, Superintendent pjohnson@mvschools.org 415-389-7700 LCAP Year: 2014

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.

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. 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 should comply with instructions and 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. 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 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:

Parent involvement: efforts to seek parent input in decision making, 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 52062 and 52063 specify the minimum requirements for school districts; Education Code sections 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 engage parents, pupils, and the community and how this engagement contributed to development of the LCAP or annual update. Note that the LEA's goals related to the state priority of parental involvement are to be described separately in Section 2, and the related actions and expenditures are to be described in Section 3.

Guiding Questions:

- 1) How have parents, community members, pupils, local bargaining units, and other stakeholders (e.g., LEA personnel, county child welfare agencies, county office of education foster youth services programs, court-appointed special advocates, foster youth, foster parents, education rights holders and other foster youth stakeholders, English learner parents, 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?
- 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 representative parents of pupils identified in Education Code section 42238.01?
- 6) In the annual update, how has the involvement of these stakeholders supported improved outcomes for pupils related to the state priorities?

Involvement Process	Impact on LCAP
<p>Mill Valley School District conducted a process to provide us with the information needed for our ongoing planning and accountability. This plan will be referenced throughout the LCAP document as it matches that intent, and reflects the language and concepts we specifically introduced to our constituents. The strategic planning process, which is the foundation for future planning and the LCAP, included completed online surveys of parents, staff members, individuals in focus group interviews, and our larger community groups including PTAs and Council Presidents, youth sports coaches, Mill Valley Teachers Association (MVTA), Classified Support Staff Marin Superintendents, Mill Valley Administrative Council, Community Financial Advisory Commission (CFAC), Measure B executive committee, Kiddo! Executive Board, Tam High School staff and parents, Middle School students, and Civic Leaders.</p> <p>Information that was provided to school district/community members: http://www.mvschools.org/strategicplan</p> <p>Board Meetings held: May 29, 2014 June 19, 2014 June 26, 2014</p> <p>For information, the following mechanisms have been or are currently in place for input: Parent online survey (March 2014) Staff online survey (March 2014) Mill Valley Middle School student focus group Local Control Accountability Plan (LCAP) Advisory Committee English Language Learner (ELL) Advisory Committee Community Financial Advisory Committee (CFAC) Community Meeting - Study Session Mill Valley Teachers Association</p>	<p>Meetings specified here served as a method of gathering and disseminating information throughout the district and the local community. Mill Valley is a community that supports and interacts with its schools and district.</p> <p>Guided by the data http://www.mvschools.org/strategicplan provided, and the central questions asking for 5 priorities across the district, consensus was built on the goals shown in the Strategic Plan. When compared, the data from the input from staff and that of parents/community were significantly aligned and led to the top actions for the Strategic Plan and LCAP. The details of the action steps, who is responsible for those actions, and the date of completion or review were subsequently provided to all. These are still subject to general review as required at the Board Meetings on May 29, 2014, June 19, 2014, and June 26, 2014.</p> <p>The draft plan will be made available to all constituents for inclusion in any last edits for this year's plan. The information gathered that cannot be addressed in the existing plan will be collected for the next round of review and subsequent LCAPs will be revised as required.</p> <p>In discussions with the community and stakeholders additional support for reading and math instruction, attracting, retaining, and developing excellent staff, and additional counseling services were identified as needs across the district.</p>

Section 2: Goals and Progress Indicators

*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, for **each** state priority and any local priorities and require the annual update to include a review of progress towards the goals and describe any changes to the goals.*

Instructions: Describe annual goals and expected and actual progress toward meeting goals. This section must include specifics projected for the applicable term of the LCAP, and in each annual update year, a review of progress made in the past fiscal year based on an identified metric. Charter schools may adjust the chart 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. The metrics may be quantitative or qualitative, although LEAs must, at minimum, use the specific metrics that statute explicitly references as required elements for measuring progress within a particular state priority area. Goals must address each of the state priorities and any additional local priorities; however, one goal may address multiple priorities. 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. The goals must reflect outcomes for all pupils and include 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. 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 (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.

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 "Engagement" (e.g., pupil and parent)?
- 4) What are the LEA's goal(s) to address 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 subgroups as defined in Education Code sections 42238.01 and 52052 that are different from the LEA's goals for all pupils?
- 7) What are the specific predicted outcomes/metrics/noticeable changes 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 and/or to review progress toward goals in the annual update?
- 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) In the annual update, what changes/progress have been realized and how do these compare to changes/progress predicted? What modifications are being made to the LCAP as a result of this comparison?

<p align="center">SECTION 2 Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)</p>	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
<p>1. Need: Maintain excellent instructional practices. Careful implementation of Common Core, requires opportunities for teachers to enhance their skills in using project based learning, differentiated Instruction and other researched strategies to reach all students. 1. METRIC: Percentage of core teachers attending Columbia Teachers College Reading and Writing Network Training, August 2014: 85% of core. Teacher developed rubrics on use of training. SBAC.</p>	1. Attract, retain, and develop excellent staff and offer quality professional development	ALL	ALL		1. +85 % of core Certificated Staff attend training as specified with follow up at sites. Students will show improvement on the Smarter Balanced Assessment Consortium (SBAC) and District wide assessments.	1.+85% of core Certificated Staff demonstrate use of successful methods and strategies from Training as measured by teacher developed rubrics. Students will show improvement on the SBAC and District wide assessments.	1.+85% of core Certificated Staff demonstrate use of successful methods and strategies from Training as measured by teacher developed rubrics. Students will show improvement on the SBAC and District wide assessments.	State Board Priority 1,2,7,8
<p>2 and 3. Need: Strengthen school based intervention and counseling services and Reading and Math Support (RAMP)/ Middle School (MS) Academic Workshop to ensure students are accessing high levels of student learning. 2 and 3. Metric: Reduction in behavioral issues as measured by discipline referrals and teacher developed classroom</p>	2. Counseling and intervention hours will be increased by .6 FTE to allow for more contact time with all students.	ALL	ALL		2. Students will have greater access to 1:1 and group counseling TK-8 students will be monitored for base line	2. Students will have greater access to 1:1 and group counseling TK-8 Students will be compared to base line assessment prior	2. Students will have greater access to 1:1 and group counseling TK-8 Students will be compared to base line	State Board Priority 1,3,4,5,6

SECTION 2 Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
measures. Increased participation in Middle school clubs. Reading and Math Program (RAMP) / Middle School (MS) Academic Workshop students will improve grades in targeted area of instruction. SBAC, California English Language Development Test (CELDT), English learner (EL) reclassification, student attendance rates, Middle School dropout /chronic absentee rates, suspension and expulsion rates.	3. Reading and Math Program (RAMP) / Middle School (MS) Academic Workshop students will improve grades in targeted area of instruction.				assessment prior to service. 3. Students receiving academic intervention will make progress towards performing at grade level.	to service. Develop guidelines for expected improvement. 3. Students receiving academic intervention will make progress towards performing at grade level.	assessment prior to service. Develop guidelines for expected improvement. 3. Students receiving academic intervention will make progress towards performing at grade level.	

Section 3: Actions, Services, and Expenditures

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 the LCAP to include a description of the specific actions an LEA will take to meet the goals

identified. Additionally Education Code section 52604 requires a listing and description of the expenditures required to implement the specific actions.

Instructions: Identify annual actions to be performed to meet the goals described in Section 2, and describe expenditures to implement each action, and where these expenditures can be found in the LEA's budget. Actions may describe a group of services that are implemented to achieve identified goals. The actions and expenditures must reflect details within a goal for the specific subgroups identified in Education Code section 52052, including pupils with disabilities, and for specific school sites as applicable. In describing the actions and expenditures that will serve low-income, English learner, and/or foster youth pupils as defined in Education Code section 42238.01, the LEA must identify whether supplemental and concentration funds are used in a districtwide, schoolwide, countywide, or charterwide manner. In the annual update, the LEA must describe any changes to actions as a result of a review of progress. The LEA must reference all fund sources used to support actions and services. 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 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?
- 2) How do these actions/services link to identified goals and performance indicators?
- 3) 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?
- 4) In the annual update, how have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
- 5) In the annual update, 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?
- 6) In the annual update, how have the actions/services addressed the identified needs and goals of specific school sites and did the provision of those actions/services result in the desired outcomes?
 - A. In the annual update, what changes in actions, services, and expenditures have been made as a result of reviewing past progress and/or changes to goals?

A. What annual actions, and the LEA may include any services that support these actions, are to be performed to meet the goals described in Section 2 for ALL pupils and the goals specifically for subgroups of pupils identified in Education Code section 52052 but not listed in Table 3B below (e.g., Ethnic subgroups and pupils with disabilities)? List and describe expenditures for each fiscal year implementing these actions, including where these expenditures can be found in the LEA's budget.

SECTION 3 Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
1. Attract, retain, and develop excellent staff and offer quality professional development	1.State Board Priority 1,2,4,7,8 Local Priority #1,#5 http://www.mvschools.org/strategicplan	1. Target total compensation in top quartile of comparable districts and provide professional development at District and School Sites that support Common Core State Standards. Annual follow up and evaluation process.	Local Education Agency (LEA) Wide		1.Attract, retain and develop staff - (all certificated, classified and associated benefits) \$32,351,915 General Fund; 1.Maintain total compensation in the top quartile of comparable districts. Teachers will expand their Professional Development Community by attending training in Common Core State Standards from the Columbia Teachers College Reading and Writing Network Training, August 2014	1.Attract, retain and develop staff - (all certificated, classified and associated benefits) \$32,351,915 General Fund; 1. Maintain total compensation in the top quartile of comparable districts. Follow up training and coaching support	1.Attract, retain and develop staff - (all certificated, classified and associated benefits) \$32,351,915 General Fund; 1. Maintain total compensation in the top quartile of comparable districts. Follow up training and coaching support

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					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
<p>2. Counseling hours will be increased by .6 FTE to allow for more contact time with all students.</p> <p>3. Reading and Math Program (RAMP) / Middle School (MS) Academic Workshop students will improve grades in targeted area of instruction.</p>	<p>2.State Board Priority 1,3,4,5,6</p> <p>Local Priority #1 http://www.mvschools.org/strategicplan</p> <p>3.State Board Priority 1,3,4,5,6</p> <p>Local Priority #1 http://www.mvschools.org/strategicplan</p>	<p>2. Using a student/counseling ratio as guide, student contact hours with counseling staff will be increased by 648 hours. Indicators of success will be benchmarked by lowered referrals, increased opportunities for families to access referrals to outside services.</p> <p>3.RAMP/ MS Academic Workshop will be provided and monitored in terms of student grades in target areas of support instruction.</p>	LEA Wide		<p>2. Counseling hours will be increased .6 FTE across the district to allow for more contact time with all students.</p> <p>2.Counseling \$47,729 General Fund Supplemental</p> <p>3.RAMP/ MS Academic Workshop hours will be increased by 2.0 FTE across LEA</p> <p>3. RAMP/ MS Academic Workshop provides additional tutorial and Academic Workshop in Reading and Math K-8.</p> <p>The RAMP intervention program will be fine-tuned with current researched best practices and RAMP instructors will receive professional development by the Curriculum and Instruction.</p> <p>3. RAMP / MS Academic Workshop \$394,261 General</p>	<p>2.Evaluate and increase as appropriate</p> <p>2.Counseling \$47,729 General Fund Supplemental</p> <p>3. Evaluate and increase as appropriate.</p> <p>The RAMP intervention program will be fine-tuned with current researched best practices and RAMP instructors will receive professional development by the Curriculum and Instruction.</p> <p>3. RAMP / MS Academic Workshop \$394,261 General Fund, including Title</p>	<p>2.Evaluate and increase as appropriate</p> <p>2.Counseling \$47,729 General Fund Supplemental</p> <p>3.Evaluate and increase as appropriate.</p> <p>The RAMP intervention program will be fine-tuned with current researched best practices and RAMP instructors will receive professional development by the Curriculum and Instruction.</p> <p>3. RAMP / MS Academic Workshop \$394,261 General Fund, including Title I, Supplemental.</p>

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					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
					Fund, including Title I, Supplemental.	I, Supplemental.	

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					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
<p>1. Attract, retain, and develop excellent staff and offer quality professional development</p> <p>2. Counseling hours will be increased by .6 FTE to allow for more contact time with all students.</p> <p>3. Reading and Math Program (RAMP) / Middle School (MS) Academic Workshop students will improve grades in targeted area of instruction.</p>	<p>1. State Board Priority 1,2,7,8</p> <p>Local Priority #1 http://www.mvschools.org/strategicplan</p> <p>1. State Board Priority 1,3,4,5,6</p> <p>2. State Board Priority 1,3,4,5,6</p>	<p>For low income pupils:</p>	<p>LEA WIDE</p>	<p>Annual Update: Review of actions/ services</p>	<p>1. Attract, retain and develop staff - (all certificated, classified and associated benefits) \$32,351,915 General Fund</p> <p>1. Teachers will expand their Professional Development Community by attending training in Common Core Columbia Teachers Training, August 2014</p> <p>2. Counseling \$47,729 General Fund Supplemental</p> <p>2. Students will have greater access to 1:1 and group counseling</p> <p>3. RAMP / MS Academic Workshop \$394,261 General Fund, including Title I, Supplemental.</p> <p>3. RAMP/ MS Academic Workshop hours will be increased by 2.0 FTE across LEA RAMP/ MS Academic</p>	<p>1. Attract, retain and develop staff - (all certificated, classified and associated benefits) \$32,351,915 General Fund</p> <p>1. Follow up training and coaching support</p> <p>2. Counseling \$47,729 General Fund Supplemental</p> <p>2. Students will have greater access to 1:1 and groups counseling</p> <p>3. RAMP / MS Academic Workshop</p>	<p>1. Attract, retain and develop staff - (all certificated, classified and associated benefits) \$32,351,915 General Fund</p> <p>1. Follow up training and coaching support</p> <p>2. Counseling \$47,729 General Fund Supplemental</p> <p>2. Students will have greater access to 1:1 and groups counseling</p> <p>3. RAMP / MS Academic Workshop \$394,261</p>

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					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
					Workshop provides additional tutorial and Academic Workshop in Reading and Math K-8	<p>\$394,261 General Fund, including Title I, Supplemental.</p> <p>3.Evaluate and increase as appropriate</p>	<p>General Fund, including Title I, Supplemental.</p> <p>3.Evaluate and increase as appropriate</p>

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					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
<p>1.Attract, retain, and develop excellent staff and offer quality professional development</p> <p>2.Counseling hours will be increased by .6 FTE to allow for more contact time with all students.</p> <p>3. Reading and Math Program (RAMP) / Middle School (MS) Academic Workshop students will improve grades in targeted area of instruction.</p>	<p>1.State Board Priority 1,2,7,8</p> <p>Local Priority #1 http://www.mvschools.org/strategicplan</p> <p>2.State Board Priority 1,3,4,5,6</p> <p>3.State Board Priority 1,3,4,5,6</p>	<p>For English Learners</p>	<p>LEA WIDE</p>	<p>Annual Update: Review of actions/ services</p>	<p>1.Attract, retain and develop staff - (all certificated, classified and associated benefits) \$32,351,915 General Fund</p> <p>1.Teachers will expand their Professional Development Community by attending training in Common Core Columbia Teachers Training, August 2014</p> <p>Implement the academic content and performance standards, including how the programs and services will enable English learners to access the Common Core academic content standards and the English Language Development standards.</p> <p>2.Counseling \$47,729 General Fund Supplemental</p> <p>2.Students will have greater access to 1:1 and group counseling</p> <p>3. RAMP / MS Academic</p>	<p>1.Attract, retain and develop staff - (all certificated, classified and associated benefits) \$32,351,915 General Fund</p> <p>1.Follow up training and coaching support</p> <p>2.Counseling \$47,729 General Fund Supplemental</p> <p>2.Students will have greater access to 1:1 and groups counseling</p> <p>3. RAMP / MS Academic Workshop \$394,261</p>	<p>1.Attract, retain and develop staff - (all certificated, classified and associated benefits) \$32,351,915 General Fund</p> <p>1.Follow up training and coaching support</p> <p>2.Counseling \$47,729 General Fund Supplemental</p> <p>2.Students will have greater access to 1:1 and groups counseling</p> <p>3. RAMP / MS Academic Workshop \$394,261 General Fund,</p>

SECTION3 Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
					<p>Workshop \$394,261 General Fund, including Title I, Supplemental.</p> <p>3.RAMP/ MS Academic Workshop hours will be increased by 2.0 FTE across LEA RAMP/ MS Academic Workshop provides additional tutorial and Academic Workshop in Reading and Math K-8</p> <p>A. Increase EL support: push in and pull out support in the Middle School. B. Strengthen parent communication and involvement (increasing meetings to every other month). Principals will utilize paper correspondence to parents who do not understand website or technology with salient points. C. Fund an afterschool homework program</p>	<p>General Fund, including Title I, Supplemental.</p> <p>3.Evaluate and increase as appropriate</p> <p>A. Increase EL support: push in and pull out support in the Middle School. B. Strengthen parent communication and involvement (increasing meetings to every other month). Principals will utilize paper correspondence to parents who do not understand website or technology with salient points. C. Fund an afterschool</p>	<p>including Title I, Supplemental.</p> <p>3.Evaluate and increase as appropriate</p> <p>A.Increase EL support: push in and pull out support in the Middle School. B. Strengthen parent communication and involvement (increasing meetings to every other month). Principals will utilize paper correspondence to parents who do not understand website or technology with salient points. C.Fund an afterschool homework program to help EL students understand</p>

SECTION3 Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
					<p>to help EL students understand homework and the new Common Core.</p> <p>D. Ensure that EL students have access to translation services</p>	<p>homework program to help EL students understand homework and the new Common Core.</p> <p>D. Ensure that EL students have access to translation services</p>	<p>homework and the new Common Core.</p> <p>D. Ensure that EL students have access to translation services</p>

SECTION3 Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
<p>1.Attract, retain, and develop excellent staff and offer quality professional development</p> <p>2. Counseling hours will be increased by .6 FTE to allow for more contact time with all students.</p> <p>3. Reading and Math Program (RAMP) / Middle School (MS) Academic Workshop students will improve grades in targeted area of instruction.</p>	<p>1.State Board Priority 1,2,7,8</p> <p>Local Priority #1 http://www.mvschools.org/strategicplan</p> <p>2.State Board Priority 1,3,4,5,6</p> <p>3.State Board Priority 1,3,4,5,6</p>	<p>For Foster Youth</p>	<p>LEA WIDE</p>	<p>Annual Update: Review of actions/ services</p>	<p>1.Attract, retain and develop staff - (all certificated, classified and associated benefits) \$32,351,915 General Fund</p> <p>1.Teachers will expand their Professional Development Community by attending training in Common Core Columbia Teachers Training, August 2014</p> <p>2.Counseling \$47,729 General Fund Supplemental</p> <p>2.Students will have greater access to 1:1 and group counseling by adding a .6 FTE counselor</p> <p>3. RAMP / MS Academic Workshop \$394,261 General Fund, including Title I, Supplemental.</p> <p>3.RAMP/ MS Academic Workshop hours</p>	<p>1.Attract, retain and develop staff - (all certificated, classified and associated benefits) \$32,351,915 General Fund</p> <p>1.Follow up training and coaching support</p> <p>2.Counseling \$47,729 General Fund Supplemental</p> <p>2.Students will have greater access to 1:1 and groups counseling</p> <p>3. RAMP / MS Academic</p>	<p>1.Attract, retain and develop staff - (all certificated, classified and associated benefits) \$32,351,915 General Fund</p> <p>1.Follow up training and coaching support</p> <p>2.Counseling \$47,729 General Fund Supplemental</p> <p>2.Students will have greater access to 1:1 and groups counseling</p> <p>3. RAMP / MS</p>

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					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
					will be increased by 2.0 FTE across LEA RAMP/ MS Academic Workshop provides additional tutorial and Academic Workshop in Reading and Math K-8	Workshop \$394,261 General Fund, including Title I, Supplemental. 3.Evaluate and increase as appropriate	Academic Workshop \$394,261 General Fund, including Title I, Supplemental. 3.Evaluate and increase as appropriate

SECTION3 Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
<p>1.Attract, retain, and develop excellent staff and offer quality professional development</p> <p>2. Counseling hours will be increased by .6 FTE to allow for more contact time with all students.</p> <p>3. Reading and Math Program (RAMP) / Middle School (MS) Academic Workshop students will improve grades in targeted area of instruction.</p>	<p>1.State Board Priority 1,2, 7,8</p> <p>Local Priority #1 http://www.mvschools.org/strategicplan</p> <p>2.State Board Priority 1,3,4,5,6</p> <p>3.State Board Priority 1,3,4,5,6</p>	<p>For redesigned fluent English proficient pupils</p>	<p>LEA WIDE</p>	<p>Annual Update: Review of actions/ services</p>	<p>1.Attract, retain and develop staff - (all certificated, classified and associated benefits) \$32,351,915 General Fund</p> <p>1.Teachers will expand their Professional Development Community by attending training in Common Core Columbia Teachers Training, August 2014</p> <p>2.Counseling \$47,729 General Fund Supplemental</p> <p>2.Students will have greater access to 1:1 and group counseling</p> <p>3. RAMP / MS Academic Workshop \$394,261 General Fund, including Title I, Supplemental.</p> <p>3.RAMP/ MS Academic Workshop hours will be increased by 2.0 FTE across LEA RAMP/ MS Academic</p>	<p>1.Attract, retain and develop staff - (all certificated, classified and associated benefits) \$32,351,915 General Fund</p> <p>1.Follow up training and coaching support</p> <p>2.Counseling \$47,729 General Fund Supplemental</p> <p>2.Students will have greater access to 1:1 and groups counseling</p> <p>3. RAMP / MS Academic Workshop \$394,261</p>	<p>1.Attract, retain and develop staff - (all certificated, classified and associated benefits) \$32,351,915 General Fund</p> <p>1.Follow up training and coaching support</p> <p>2.Counseling \$47,729 General Fund Supplemental</p> <p>2.Students will have greater access to 1:1 and groups counseling</p> <p>3. RAMP / MS Academic Workshop</p>

SECTION3 Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
					Workshop provides additional tutorial and Academic Workshop in Reading and Math K-8. For redesignated fluent English proficient students per our master plan, conduct a 2 year follow up assessment to show success	General Fund, including Title I, Supplemental 3.Evaluate and increase as appropriate	\$394,261 General Fund, including Title I, Supplemental 3.Evaluate and increase as appropriate

C. Describe the LEA's increase in 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 districtwide, school wide, countywide, 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 districtwide 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 priority areas. (See 5 CCR 15496(b) for guidance.)

The LEA's 2014 supplemental LCFF funds are projected to be \$312,315.

Our district believes that providing these services is the most effective use of the supplemental LCFF funds. The Mill Valley School District focuses on the whole child. Targeted districtwide support services and student-based counseling can provide additional support/resources to support those students with extra challenges. These programs can help the district develop qualitative measures to determine the effectiveness of the programs on our sub-groups.

- Counseling \$47,729
- RAMP / MS Academic Workshop \$270,503.

D. 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). 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). 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.

Students who are in these subgroups will receive significantly more academic intervention support and counseling services than the regular general student population. At-risk students within these subgroups will receive Reading and Math Program (RAMP) intervention for an average of 240 minutes per week and counseling services for at least 60 minutes per week. In the Mill Valley Middle School, the following academic intervention will be offered at-risk students:

- Core classes – 2 grade levels – 16 hours per week
- Reading intervention – 4 hours per week
- Supported Math classes in 3 grade levels – 12 hours per week
- ELA Academic Workshop – 2 classes – 8 hours per week
- Math Academic Workshop – 3 classes – 12 hours per week.
- Counseling \$47,729
- RAMP / MS Academic Workshop \$270,503.

Subgroups mentioned will receive +1.2% increased services compared to the general student population.

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.