

§ 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. The community 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 Contact: Paul Johnson, Superintendent, pjohnson@mvschools.org, 415-389-7700 LCAP Year: 2015

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 five prioritized goals and corresponding action plans that serve as a basis for our LCAP, at www.mvschools.org.</p> <p>The strategic plan development process involved high levels of input from stakeholder groups throughout the district, and the LCAP stakeholder engagement process also allowed for strong participation from members of our school community. We viewed the input from our stakeholders as highly important and it offered us valuable information to consider. 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 and parents. Through these methods of gathering and disseminating information, we were able to hear different viewpoints and collect a broad spectrum of ideas that directly affected the revision to our goals, actions and services, as is evidenced in our annual update and development of our 2015-2016 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"> - February 24, 2015 - March 20, 2015 - March 30, 2015 <p>Administrative Council Meetings with District Office and Site Administrators:</p> <ul style="list-style-type: none"> - March 24, 2015 - March 31, 2015 - May 5, 2015 - May 12, 2015 <p>Board of Education Meetings:</p> <ul style="list-style-type: none"> - March 12, 2015 - April 9, 2015 - May 14, 2015 	<p>Each opportunity to engage our stakeholder groups offered valuable and insightful input that impacted the development and content of our 2015-2016 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 specifically looking for these common threads and selected these particular areas to include in the new plan. The Council also made sure to integrate at least one key recommendation offered from each stakeholder group in the 2015-2016 LCAP.</p> <p>Our classified staff, members of the California State Employees Association (CSEA) bargaining unit, shared a number of ideas with us that they felt could enhance their work in the district. One of this group’s key requests was to expand the professional development opportunities that are provided throughout the district and offer training that is specific to the needs and responsibilities of each group of classified staff. Ranging from classroom aides to administrative staff in school offices to custodial and maintenance staff, the members expressed an interest in being provided training in order to develop their skills and continue to offer excellent work in their respective roles. In response to this request, the Administrative Council decided to include the following statement to Goal 1 Action 2 in our LCAP, “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>The feedback provided by our teachers, as part of the Mill Valley Teachers Association (MVTA) bargaining unit, touched on a variety of topics. Similar to the request from CSEA members for additional training, our teachers also asked for a continued emphasis on professional development this coming school year. Specifically, they requested opportunities to build upon the literacy work that they began this year with Teachers College Reading Writing Project along with training related to other content areas, such as math and science. The Administrative Council responded by ensuring that professional development continues to be a high priority for the district by maintaining our Goal 1 Action 2, which states, “We will offer a quality professional development program for staff.” In addition to requesting</p>

The following meetings are forthcoming:

- May 28, 2015 - LCAP Study Session
- June 16, 2015 - Public Hearing
- June 25, 2015 - Approval of Plan

CSEA Bargaining Unit Meeting:

- April 8, 2015

Mill Valley Teachers Association Bargaining Unit Meeting:

- April 20, 2015

Parent Advisory Committee Meetings:

- April 24, 2015
- May 27, 2015

District English Language Advisory Committee Meeting:

- April 30, 2015

Mill Valley Middle School Student Meeting:

- April 30, 2015

These stakeholder engagement meetings allowed our Superintendent, Paul Johnson, to articulate what we accomplished this year with respect to each of our goals and actions along with the effect that each one had on our district. As part of these discussions, Paul and I shared our current LCAP goals, actions and services, and we included information about the progress made so far this year towards meeting these targets. One example of the kind of data that we provided stakeholders was information about our staffing increases for counseling and intervention support and the impact that this had on implementing new social-emotional programs, the increase in number of students served by our counselors and RAMP/academic workshop teachers, and the response from staff to these enhancements. Another example of information shared with stakeholder groups included the number of teachers who attended the Teachers College Summer Reading Institute and follow-up trainings and the effect that this professional development had on teachers' language arts instructional practices.

During these meetings, we were able 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 offered concrete suggestions as to how we might more effectively reach our goals

staff development to enhance their own practice, MVTA members also echoed the request for relevant training for classroom aides and Reading And Math Program (RAMP) teachers in the teaching methods, approaches, and curriculum being used by our teaching staff. Goal 3 Action 2 of the new plan reflects this focus on the RAMP teachers being provided training and instructional resources needed to offer a high quality intervention program for our students.

As one of district's primary academic intervention programs, MVTA members expressed the need to expand RAMP in order to serve a greater number of students. Other stakeholder groups also mentioned this request to increase RAMP staffing during or after school as intervention and/or homework support. Namely, the Mill Valley Middle School (MVMS) Student Group and District English Language Advisory Committee (DELAC) also indicated that there would be benefit from offering additional academic support for students. With this common feedback from three stakeholders groups, the Administrative Council decided to increase the staffing for RAMP across all elementary school sites. The Council decided to maintain the high levels of academic support that we offer students at the middle school, and utilize our current structures, such as Supported ELA and Math classes, ELA and Math Academic Workshop classes, and Panther Time, to further assist students with their academic needs. The enhancements to these academic interventions are stated in Goal 3 Action 2 of our new LCAP.

Our teachers offered additional recommendations that were repeated by other stakeholder groups. Specifically, the MVMS Student Group shared a variety of ideas they thought would help enrich the learning experience for students. A number of their suggestions related to supporting students' social-emotional needs, which was also expressed by MVTA members. The students said that they appreciated the many programs that the middle school offers to foster a positive school environment, one where students develop empathy for others. They also mentioned the importance of the counseling program as an important support mechanism for students with particular social-emotional needs. This feedback underscored the Administrative Council's decision to prioritize our students' well being by continuing to offer and expand programs focused on character education and social-emotional development, such as counseling and site-specific initiatives. The first line of Goal 3 Action 1 of our 2015-

along with how we could better meet their needs and the needs of our students. Throughout the stakeholder engagement process, the district administrative leadership engaged in periodic discussions 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 2015-2016 plan are described in more detail in the *Impact on LCAP* section.

2016 LCAP was added to reflect this district-wide emphasis. It reads, "The district will support school-wide efforts that address students' social, emotional and behavioral needs." In addition, the Administrative Council decided to increase the counseling staffing for next school year.

Another common thread of input that was shared by multiple stakeholder groups related to communication. Mentioned by the LCAP Parent Advisory Committee, MVMS Student Group, and DELAC, members of these groups shared their thoughts on the importance of consistent communication at all levels in the district, ranging from the classroom to the school site to the district office. Through this strong communication about student progress and instructional programs, stakeholders expressed that families are better informed and able to more effectively support their children and the schools. In response to this feedback, the Administrative Council decided to include a new action in our 2015-2016 LCAP specifically targeted at communication. Goal 2 Action 5 states, "We will continue to provide diversified communication with our school communities through our district, school, and teacher websites and other means."

Meeting with the DELAC gave us the opportunity to learn about the particular needs of our English Language (EL) students and their families. The members of this committee spoke to the benefit of having opportunities to come together from different schools and build their community. They also indicated that it would be helpful to learn more about the English Language Development (ELD) program in these meetings, the strategies used by the ELD teachers in the classroom, and how they can support their children at home. As was mentioned by the MVTA group, DELAC members also stated that they would appreciate a district focus on continuing to enhance the ELD program. This feedback from two stakeholder groups reinforced the district's high priority to ensure that the ELD program continues to be improved. Goal 3 Actions 6-9 of our 2015-2016 LCAP articulate how we will work toward this end. ELD teachers will be provided with high quality instructional materials based upon the new ELA/ELD framework and will be given the opportunity to attend professional development focused on best ELD teaching practices. We believe that these steps will help us continue to build our ELD program and serve our EL students well.

Another recommendation that came from our LCAP Parent Advisory Committee Meeting addressed the Expected Annual Measurable Outcomes that we had developed for each of the three goals in the LCAP. Most of these outcomes were not numerically based, and were neither quantifiable nor measurable. Based upon the feedback from this parent group, we examined each outcome and determined if we could articulate a more specific outcome than what was previously established. In a number of cases, we were able to accomplish this. For example, the current plan reads, "Students will show improvement on the SBAC and District wide assessments." For the 2015-2016 LCAP, this language was changed to these two expected outcomes, "Based on information gathered from 2015 CAASPP testing results, we will establish a baseline for future student achievement goals," and "80% of students will meet grade level expectations on local benchmark assessments." In another case in our current LCAP, the plan reads, "Reading and Math Program (RAMP) / Middle School (MS) Academic Workshop students will improve grades in targeted area of instruction." This expected outcome was made more specific with by using this language, "80% of students receiving academic intervention will make progress towards performing at grade level on local assessments." We think these revised outcomes will help us monitor our progress towards our goals and better determine the effectiveness of our planned actions.

Additional feedback came from the Mill Valley community at our Board of Education LCAP Study Session. The primary suggestion related to our action step focused on communication (Goal 2, Action Step 5). The recommendation was for the action step to specify that communication should be a two-way process that involves a dialogue and exchange of ideas, rather than a focus on simply disseminating information. We decided to include this suggestion for adding two-way communication into this action step.

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.

After gathering these 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, offer an update on what we had been able to accomplish this year and explain how and why these actions may have shifted since the plan was first drafted, and share the recommendations generated by administrators. In large part, these recommended adjustments to the LCAP were based upon teacher and

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. Specifically, we decided to increase the training we offered K-5 teachers from Teachers College Reading Writing Project with an additional five days of professional development this year. Plus, we expanded the professional development focused on literacy that we offered middle school teachers in our CORE and science departments. While we expanded our focus on enhancing literacy practices in the regular classroom, we acknowledged that the actions and goal focused on improving instruction in our intervention programs, such as Reading and Math Program (RAMP) at the elementary sites was not being addressed. We had increased staffing for intervention, but we had not made the progress we expected with respect to embedding research-based instructional practices and materials as well as offering professional development targeting intervention for these teachers. As a result, we needed to adjust our projections for what we could expect to accomplish this year.

administrator driven initiatives. Because these changes inherently included teacher and staff input, an in-depth discussion related to the annual update at their LCAP stakeholder engagement meetings did not seem necessary. Similarly with the other stakeholder group meetings, we decided limit the focus of the discussion on the annual update, and instead placed an emphasis on how their input could impact the development of the 2015-2016 plan. This impact is described in greater detail in the *Impact on LCAP* section.

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 schoolsites 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 districtwide, schoolwide, countywide, or charterwide.

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 schoolsite 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 schoolsites, 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, retain, and develop excellent staff	Related State and/or Local Priorities: 1 <u>X</u> 2 <u>X</u> 3__ 4 <u>X</u> 5__ 6__ 7__ 8 <u>X</u> COE only: 9__ 10__ Local: MVSD Strategic Plan (www.mvschools.org)	
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 researched strategies to reach all students.		
Goal Applies to:	Schools:	All	Applicable Pupil Subgroups: All
LCAP Year 1: 2015-16			
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. - Staff professional development goals will reinforce the "Profile of a Successful Mill Valley Student." - Staff will apply learning from district-developed professional development, which will be reflected in principal and peer feedback surveys. - Through staff outreach, we will analyze and ensure that all teachers have access to instructional resources based on Common Core State Standards. - Based on information gathered from 2015 Smarter Balanced Assessment testing results, we will establish a baseline for future student achievement goals. - 80% of students will meet grade level expectations on local benchmark assessments. - Instructional technology coaching support will be provided for all staff. 		
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) \$32,569,125 Funding sources: LCFF and Local
2) We will offer a quality professional development program	LEA-wide	<u>X</u> ALL	Registration,

<p>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>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>substitutes, & consultants \$200,000 Funding sources: LCFF, Other State, and Federal</p>
<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.</p>	<p>LEA-wide</p>	<p><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)_____</p>	<p>Instructional staff costs reflected in Goal 1 Action 1.</p>
<p>4) Teachers will integrate specific strategies to differentiate instruction and offer blended learning, including multiple technologies as an instructional tool.</p>	<p>LEA-wide</p>	<p><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)_____</p>	<p>Instructional staff costs reflected in Goal 1 Action 1.</p>

LCAP Year 2: 2016-17

<p>Expected Annual Measurable Outcomes:</p>	<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. - Through staff outreach, we will analyze and ensure that all teachers have access to instructional resources based on Common Core State Standards. - Students will meet or exceed our goals for achievement on the Smarter Balanced Assessment. - 80% of students will meet grade level expectations on local benchmark assessments. - Staff professional development goals will reinforce the "Profile of a Successful Mill Valley Student." - Staff will apply learning from district-developed professional development, which will be reflected in principal and peer feedback surveys. - Instructional technology coaching support will be provided for all staff. 		
<p>Actions/Services</p>	<p>Scope of Service</p>	<p>Pupils to be served within identified scope of service</p>	<p>Budgeted Expenditures</p>
<p>1) We will target total staff compensation in top quartile of</p>	<p>LEA-wide</p>	<p><input checked="" type="checkbox"/> ALL</p>	<p>All certificated</p>

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)_____	and classified staff total compensation (salaries and benefits) \$32,569,125 Funding sources: LCFF and Local
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.	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 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.	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 1.
4) Teachers will integrate specific strategies to differentiate instruction and offer blended learning, including multiple technologies as an instructional tool.	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 1.

<p>Expected Annual Measurable Outcomes:</p>	<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. - 80% of students will meet grade level expectations on local benchmark assessments. - Staff professional development goals will reinforce the "Profile of a Successful Mill Valley Student." - Teachers will apply learning from district-developed professional development, which will be reflected in principal and peer feedback surveys. - Through staff outreach, we will analyze and ensure that all teachers have access to instructional resources based on Common Core State Standards. - Students will meet or exceed our goals for achievement on the Smarter Balanced Assessment. - Instructional technology coaching support will be provided for all staff. 		
<p>Actions/Services</p>	<p>Scope of Service</p>	<p>Pupils to be served within identified scope of service</p>	<p>Budgeted Expenditures</p>
<p>1) We will target total staff compensation in top quartile of comparable districts.</p>	<p>LEA-wide</p>	<p><u> X </u> ALL</p> <hr style="border-top: 1px dashed black;"/> <p>OR:</p> <p><u> </u> Low Income pupils <u> </u> English Learners <u> </u> Foster Youth <u> </u> Redesignated fluent English proficient <u> </u> Other Subgroups:(Specify)_____</p>	<p>All certificated and classified staff total compensation (salaries and benefits) Funding sources: LCFF and Local</p>
<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>LEA-wide</p>	<p><u> X </u> ALL</p> <hr style="border-top: 1px dashed black;"/> <p>OR:</p> <p><u> </u> Low Income pupils <u> </u> English Learners <u> </u> Foster Youth <u> </u> Redesignated fluent English proficient <u> </u> Other Subgroups:(Specify)_____</p>	<p>Registration, substitutes, & consultants \$200,000 Funding sources: LCFF, Other State, and Federal</p>
<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.</p>	<p>LEA-wide</p>	<p><u> X </u> ALL</p> <hr style="border-top: 1px dashed black;"/> <p>OR:</p> <p><u> </u> Low Income pupils <u> </u> English Learners <u> </u> Foster Youth <u> </u> Redesignated fluent English proficient <u> </u> Other Subgroups:(Specify)_____</p>	<p>Instructional staff costs reflected in Goal 1 Action 1.</p>
<p>4) Teachers will integrate specific strategies to differentiate</p>	<p>LEA-wide</p>	<p><u> X </u> ALL</p>	<p>Instructional</p>

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted 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>	LEA-wide	<p><input checked="" type="checkbox"/> ALL</p> <hr/> <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>\$100,000 Textbooks and materials Funding sources: LCFF and Other State</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>	LEA-wide	<p><input checked="" type="checkbox"/> ALL</p> <hr/> <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 1.</p>
<p>3) Students will participate in 21st century learning opportunities that foster global/international perspectives and awareness.</p>	LEA-wide	<p><input checked="" type="checkbox"/> ALL</p> <hr/> <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 1.</p>
<p>4) Students will be offered quality teaching with the use of innovative 21st century instructional technologies through blended and differentiated learning.</p>	LEA-wide	<p><input checked="" type="checkbox"/> ALL</p> <hr/> <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 1, including Instructional Technology Coach</p>
<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>	LEA-wide	<p><input checked="" type="checkbox"/> ALL</p> <hr/> <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>Staff costs reflected in Goal 1 Action 1.</p>

LCAP Year 2: 2016-17

Expected Annual Measurable Outcomes:

- Students will have access to a broad course of study.
- Students will be provided with current, research-based instructional resources and best practices based on Common Core State Standards.
- Students will meet or exceed our goals for achievement on the Smarter Balanced Assessment.
- 80% of students will meet grade level expectations on local benchmark assessments.
- 35% of EL students will be reclassified as Fluent English Proficient.
- All EL students will show progress on the CELDT.
- All students will be provided the opportunity to participate in project-based learning experiences.
- All 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.
- All 7th and 8th grade students at Mill Valley Middle School will participate in the 1:1 iPad program.
- Students will demonstrate the attributes of the "Profile of a Successful Mill Valley Student."
- District, school and teacher websites will offer 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 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 lessons based upon Teachers College Reading Writing Project (TCRWP) Units of Study for Writing. This will be evidenced through student work and assessment results, including scores on the Smarter Balanced Assessment and other local measures.	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)_____	\$100,000 Textbooks and materials Funding sources: LCFF and Other State
2) Students will be offered a learning environment that provides deep content/inquiry-based student learning through project-based and differentiated instruction.	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 1.
3) Students will participate in 21 st century learning opportunities that foster global/international perspectives and awareness.	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 1.
4) Students will be offered quality teaching with the use of	LEA-wide	<input checked="" type="checkbox"/> ALL -----	Instructional

<p>innovative 21st century instructional technologies through blended and differentiated learning.</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>staff costs reflected in Goal 1 Action 1, including Instructional Technology Coach</p>
<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>LEA-wide</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>Staff costs reflected in Goal 1 Action 1.</p>

LCAP Year 3: 2017-18

<p>Expected Annual Measurable Outcomes:</p>	<ul style="list-style-type: none"> - Students will have access to a broad course of study. - Students will be provided with current, research-based instructional resources and best practices based on Common Core State Standards. - Students will meet or exceed our goals for achievement on the Smarter Balanced Assessment. - 80% of students will meet grade level expectations on local benchmark assessments. - 35% of EL students will be reclassified as Fluent English Proficient. - All EL students will show progress on the CELDT. - All students will be provided the opportunity to participate in project-based learning experiences. - All 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. - All 6th, 7th and 8th grade students at Mill Valley Middle School will participate in the 1:1 iPad program. - Students will demonstrate the attributes of the "Profile of a Successful Mill Valley Student." - District, school and teacher websites will offer current and relevant information for families.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted 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. District-wide, this includes science curricular materials based on the Next Generation Science Standards. This will be evidenced through student work and assessment results, including scores on the Smarter Balanced Assessment and other local measures.</p>	<p>LEA-wide</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>\$100,000 Textbooks and materials Funding sources: LCFF and Other State</p>
<p>2) Students will be offered a learning environment that</p>	<p>LEA-wide</p>	<p><input checked="" type="checkbox"/> ALL</p>	<p>Instructional</p>

<p>provides deep content/inquiry-based student learning through project-based and differentiated instruction.</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>staff costs reflected in Goal 1 Action 1.</p>
<p>3) Students will participate in 21st century learning opportunities that foster global/international perspectives and awareness.</p>	<p>LEA-wide</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>Instructional staff costs reflected in Goal 1 Action 1.</p>
<p>4) Students will be offered quality teaching with the use of innovative 21st century instructional technologies through blended and differentiated learning.</p>	<p>LEA-wide</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>Instructional staff costs reflected in Goal 1 Action 1, including Instructional Technology Coach</p>
<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>LEA-wide</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>Staff costs reflected in Goal 1 Action 1.</p>

<p>GOAL 3:</p>	<p>Offer effective intervention programs to meet the needs of all students</p>	<p>Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7__ 8__ COE only: 9__ 10__ Local: MVSD Strategic Plan (www.mvschools.org)</p>
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Identified Need:	Our district focuses on the whole child. Targeted district-wide support services and student-based counseling provides additional support/resources to support those students with extra challenges. To address these challenges, our district strives to strengthen school-based intervention, counseling services, and expand the Middle School Academic Workshop and Reading and Math Program (RAMP).		
Goal Applies to:	Schools:	All	
	Applicable Pupil Subgroups:	Low income students English Language Learners Foster Youth Other Pupil Subgroups TBD	
LCAP Year 1: 2015-16			
Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> - Based on information gathered from 2015 Smarter Balanced Assessment testing results, we will establish a baseline for future student achievement goals. - 80% of students receiving academic intervention will make progress towards performing at grade level on local assessments. - Using student/counseling ratio as a guide, student contact hours with counseling staff will be maintained. - Students' access to 1:1 and group counseling will be maintained. - 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. - There will be increased student participation in middle school clubs. - We will maintain statistically insignificant suspension, expulsion, and dropout rates. - We will 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. - RAMP Curriculum Committee will investigate, identify, and implement high quality, research-based intervention practices and materials. - ELD Curriculum Committee will investigate, identify, and implement high quality, research-based intervention practices and materials. - ELD teachers will use ELD standards for program implementation. - 35% of EL students will be reclassified as Fluent English Proficient. - All EL students will show progress on the CELDT. 		
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	LEA-wide	<u> X </u> ALL	Staff costs

<p>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>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>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>2) To increase student access to academic interventions</p>	<p>LEA-wide</p>	<p><input checked="" type="checkbox"/> ALL</p>	<p>Instructional</p>

<p>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 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>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>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>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.</p>	<p>LEA-wide</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>Instructional staff costs reflected in Goal 1 Action 1.</p>
<p>4) We will conduct regular assessments to monitor the</p>	<p>LEA-wide</p>	<p><input checked="" type="checkbox"/> ALL</p>	<p>Instructional</p>

<p>progress of students who are participating in interventions. Students will be monitored for baseline assessment prior to service/intervention.</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>staff costs are reflected in Goal 1 Action 1.</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>LEA-wide</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>Staff costs are reflected in Goal 1 Action 1.</p>
<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>LEA-wide</p>	<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) \$153,527 Funding sources: LCFF Base - \$25,437 and LCFF Supplemental - \$128,090</p>
<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>LEA-wide</p>	<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>ELD instructional costs are reflected in Goal 3 Action 6.</p>
<p>8) We will maintain EL support across the district, evaluate</p>	<p>LEA-wide</p>	<p><input type="checkbox"/> ALL</p>	<p>ELD</p>

<p>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>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 costs are reflected in Goal 3 Action 6.</p>
<p>9) For Redesignated Fluent English Proficient students, we will monitor the academic progress of students after reclassification.</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 6.</p>

LCAP Year 2: 2016-17

<p>Expected Annual Measurable Outcomes:</p>	<ul style="list-style-type: none"> - Students will meet or exceed our goals for achievement on the Smarter Balanced Assessment. - 80% of students receiving academic intervention will make progress towards performing at grade level on local assessments. - Using student/counseling ratio as a guide, student contact hours with counseling staff will be maintained. - Students' access to 1:1 and group counseling will be maintained. - There will be a reduction in student discipline referrals. - There will be increased student participation in middle school clubs. - We will maintain statistically insignificant suspension, expulsion, and dropout rates. - We will 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. - RAMP Curriculum Committee will investigate, identify, and implement high quality, research-based intervention practices and materials. - ELD Curriculum Committee will investigate, identify, and implement high quality, research-based intervention practices and materials. - ELD teachers will use ELD standards for program implementation. - 35% of EL students will be reclassified as Fluent English Proficient. - All EL students will show progress on the CELDT. 		
<p>Actions/Services</p>	<p>Scope of Service</p>	<p>Pupils to be served within identified scope of service</p>	<p>Budgeted Expenditures</p>
<p>1) The district will support school-wide efforts that address</p>	<p>LEA-wide</p>	<p><input checked="" type="checkbox"/> ALL</p>	<p>Counselor total</p>

<p>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.</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>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>compensation (salaries and benefits) \$578,513 Funding sources: LCFF Base and Supplemental</p>
<p>2) To increase student access to academic interventions across the district, we will maintain and evaluate the effectiveness of increased FTE for Middle School Academic Workshop and RAMP across the district, and increase as appropriate.</p> <p>The 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>LEA-wide</p>	<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>RAMP instructional support total compensation (salaries and benefits) \$341,765 Middle School Academic Workshop teacher total compensation (salaries and benefits) \$199,341 Instructional staff costs included in Goal 1 Action 1. Funding sources: LCFF Base and Supplemental \$541,106</p>
<p>3) We will offer and explore expanding afterschool</p>	<p>LEA-wide</p>	<p><input checked="" type="checkbox"/> ALL</p>	<p>Instructional</p>

<p>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.</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>staff costs reflected in Goal 1 Action 1.</p>
<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>LEA-wide</p>	<p><input checked="" type="checkbox"/> ALL</p> <hr/> <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 are reflected in Goal 1 Action 1.</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>LEA-wide</p>	<p><input checked="" type="checkbox"/> ALL</p> <hr/> <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>Staff costs are reflected in Goal 1 Action 1.</p>
<p>6) The English Language Development (ELD) program will integrate best practices for ELD instruction. Teachers in these programs will be provided with relevant professional development opportunities, and they will be provided with and use high quality ELD instructional materials.</p>	<p>LEA-wide</p>	<p><input type="checkbox"/> ALL</p> <hr/> <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) \$153,527 Funding sources: LCFF Base and Supplemental</p>
<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>LEA-wide</p>	<p><input type="checkbox"/> ALL</p> <hr/> <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>ELD instructional costs are reflected in Goal 3 Action 6.</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>LEA-wide</p>	<p><input type="checkbox"/> ALL</p> <hr/> <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>ELD instructional costs are reflected in Goal 3 Action 6.</p>
<p>9) For Redesignated Fluent English Proficient students, we will monitor the academic progress of students after reclassification.</p>	<p>LEA-wide</p>	<p><input type="checkbox"/> ALL</p> <hr/> <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 6.</p>

LCAP Year 3: 2017-18

<p>Expected Annual Measurable Outcomes:</p>	<ul style="list-style-type: none"> - Students will meet or exceed our goals for achievement on the Smarter Balanced Assessment. - 80% of students receiving academic intervention will make progress towards performing at grade level on local assessments. - Using student/counseling ratio as a guide, student contact hours with counseling staff will be maintained. - Students' access to 1:1 and group counseling will be maintained. - There will be a reduction in student discipline referrals. - There will be increased student participation in middle school clubs. - We will maintain statistically insignificant suspension, expulsion, and dropout rates. - We will 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. - RAMP Curriculum Committee will investigate, identify, and implement high quality, research-based intervention practices and materials. - ELD Curriculum Committee will investigate, identify, and implement high quality, research-based intervention practices and materials. - ELD teachers will use ELD standards for program implementation. - 35% of EL students will be reclassified as Fluent English Proficient. - All EL students will show progress on the CELDT.
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<p>Actions/Services</p>	<p>Scope of Service</p>	<p>Pupils to be served within identified scope of service</p>	<p>Budgeted Expenditures</p>
<p>1) The district will support school-wide efforts that address</p>	<p>LEA-wide</p>	<p><input checked="" type="checkbox"/> ALL</p>	<p>Counselor total</p>

<p>students' social, emotional and behavioral needs.</p> <p>We will maintain our counseling FTE, evaluate its effectiveness, and increase as appropriate. 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>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>compensation (salaries and benefits) \$578,513 Funding sources: LCFF Base and Supplemental</p>
<p>2) To increase student access to academic interventions across the district, we will maintain and evaluate the effectiveness of increased FTE for Middle School Academic Workshop and RAMP across the district, and increase as appropriate.</p> <p>The 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>LEA-wide</p>	<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>RAMP instructional support total compensation (salaries and benefits) \$341,765 Middle School Academic Workshop teacher total compensation (salaries and benefits) \$199,341 Instructional staff costs included in Goal 1 Action 1. Funding sources: LCFF Base and Supplemental \$541,106</p>
<p>3) We will offer and explore expanding afterschool</p>	<p>LEA-wide</p>	<p><input checked="" type="checkbox"/> ALL</p>	<p>Instructional</p>

<p>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.</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>staff costs reflected in Goal 1 Action 1.</p>
<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>LEA-wide</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>All instructional staff costs are reflected in Goal 1 Action 1.</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>LEA-wide</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>Staff costs are reflected in Goal 1 Action 1.</p>
<p>6) The English Language Development (ELD) program will integrate best practices for ELD instruction. Teachers in these programs will be provided with relevant professional development opportunities, and they will be provided with and use high quality ELD instructional materials.</p>	<p>LEA-wide</p>	<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) \$153,527 Funding sources: LCFF Base and Supplemental</p>
<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>LEA-wide</p>	<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>ELD instructional costs are reflected in Goal 3 Action 6.</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>LEA-wide</p>	<p><input type="checkbox"/> ALL</p> <hr/> <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>ELD instructional costs are reflected in Goal 3 Action 6.</p>
<p>9) For Redesignated Fluent English Proficient students, we will monitor the academic progress of students after reclassification.</p>	<p>LEA-wide</p>	<p><input type="checkbox"/> ALL</p> <hr/> <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 6.</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?

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

Original GOAL from prior year LCAP:	Attract, retain, and develop excellent staff and offer quality professional development		Related State and/or Local Priorities: 1 <u>X</u> 2 <u>X</u> 3__ 4 <u>X</u> 5__ 6__ 7 <u>X</u> 8 <u>X</u> COE only: 9__ 10__ Local: #1, #5 www.mvschools.org
Goal Applies to:	Schools:	All	
Expected Annual Measurable Outcomes:	+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.	Actual Annual Measurable Outcomes:	We had 124, or 96%, of TK-5 th grade teachers and 6th-8 th grade CORE Department teachers attend Columbia Teachers College Summer Reading Institute, and 100% of TK-5 th grade teachers participated in the follow-up training during the school year. 3 rd -8 th grade students took the Smarter Balanced Assessment, which will allow us to establish a baseline targets for student performance. The vast majority of students continue to excel on our local district-wide assessments and meet grade level expectations.
LCAP Year: 2014-15			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures

<p>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.</p> <p>Year 1: 2014-15 - 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.</p>	<p>1.Attract, retain and develop staff - (all certificated, classified and associated benefits) \$32,351,915 General Fund</p>	<p>We targeted total compensation in top quartile of comparable districts and provided professional development at district and school sites that support Common Core State Standards. An annual follow up will take place and feedback of the professional development has been collected.</p> <p>Year 1: 2014-15 - We maintained total compensation in the top quartile of comparable districts. - Teachers expanded their professional development community by attending training on Common Core State Standards from the Columbia Teachers College Reading and Writing Project in August, 2014. K-5 teachers participated in five additional days of follow up training.</p>	<p>All certificated, classified and associated benefits \$32,569,125 Funding Sources: LCFF and Local</p> <p>Columbia Teachers College Summer Reading Institute \$53,631 Funding Source: Common Core</p>
<p>Scope of service:</p>	<p>LEA-wide</p>	<p>Scope of service:</p>	<p>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>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 analyzed our 2014-2015 LCAP and determined that we needed to reorganize its content. As part of this reorganization, this goal, “Attract, retain, and develop excellent staff and offer quality professional development” was separated into a goal and an action step, both of which have been carried forward into the 2015-2016 plan. Specifically, the revised goal is written as, “Attract, retain, and develop excellent staff” and the new action step includes the language of offering “quality professional development” to our staff. The first action step listed in the current plan, “Target total compensation in top quartile of comparable districts” has been carried forward in the new LCAP. Two additional action steps have been included in the 2015-2016 LCAP for this revised goal. One of these action steps focuses on supporting teachers’ use of Common Core State Standards, and the other new action step is related to supporting teachers in the use of differentiated instruction that embeds blended learning, including multiple technologies as instructional tools. The aim of these additional action steps is to develop our teachers’ skills, methodologies, and use of innovative teaching tools in their practice.</p> <p>For a description of the changes made from our 2014-2015 LCAP to the revised 2015-2016 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 from prior year LCAP:	Counseling and intervention hours will be increased by .6 FTE to allow for more contact time with all students.	Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/> Local: Priority #1 www.mvschools.org
Goal Applies to:	Schools: All Applicable Pupil Subgroups: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient	
Expected Annual Measurable Outcomes:	Students will have greater access to 1:1 and group counseling. TK-8 students will be monitored for baseline assessment prior to service.	Actual Annual Measurable Outcomes: Students had greater access to 1:1 and group counseling. TK-8 students were monitored for baseline assessment prior to service.
LCAP Year: 2014-15		
Planned Actions/Services	Actual Actions/Services	

		Budgeted Expenditures		Estimated Actual Annual Expenditures
<p>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>Year 1: 2014-15 Counseling hours will be increased .6 FTE across the district to allow for more contact time with all students.</p>		<p>Counseling \$47,729 General Fund Supplemental</p>	<p>Using a student/counseling ratio as guide, student contact hours with counseling staff have been increased by 648 hours.</p> <p>There were fewer behavioral referrals during the current school year as compared with the 2013-2014 school year. Specifically, there were 204 behavior referrals in the 2013-2014 school year and 153 referrals in the current school, which is a drop of 51 referrals or a 25% decrease in behavior referrals.</p> <p>Our schools experienced a number of benefits for both students and their families as a result of the increased counseling staffing. With regards to offering family support, this additional counselor was able to meet with the parents of the students with whom she worked, attend SST/IEP meetings, and assist with referring families to additional counseling support. We saw an increase in the number of opportunities for families to access referrals to outside services.</p> <p>Year 1: 2014-15 Counseling hours were increased by .6 FTE across the district to allow for more contact time with all students.</p>	<p>Total counseling expenditures \$578,513 Funding sources: LCFF Base and Supplemental</p>
Scope of service:	LEA-wide		Scope of service:	LEA-wide
<p><input checked="" type="checkbox"/> ALL</p> <p>OR:</p> <p><input checked="" 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><input checked="" type="checkbox"/> ALL</p> <p>OR:</p> <p><input checked="" 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><input checked="" type="checkbox"/> ALL</p>			<p><input type="checkbox"/> ALL</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) _____	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) _____
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What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	<p>When examining the 2014-2015 LCAP, we determined that its content needed to be reorganized. As part of this reorganization, we moved the content of this goal, "Counseling and intervention hours will be increased by .6 FTE to allow for more contact time with all students" into two action steps that fall within a broader goal focused on intervention. The new goal reads, "Offer effective intervention programs to meet the needs of all students." Along with these action steps related to counseling and academic intervention supports for students in need, there are two new actions steps under this goal, one of which addresses attendance and the other centers on expanding our after-school homework/intervention programs. Finally, our four action steps related to ELD have been carried forward to the new LCAP.</p> <p>Along with the aforementioned goal that focuses on interventions, we decided to include an additional goal in the 2015-2016 LCAP that articulates what we strive to provide all students in Mill Valley School District. Written as, "Ensure high levels of learning," this new goal has four new action steps that link directly to objectives listed in the district's strategic plan. By doing so, our aim was to create tighter alignment between the LCAP and the strategic plan. The fifth new action step under this goal relates to offering excellent communication and timely, relevant information to our school community. We included this action step about communication because of stakeholder engagement input and because it is an area of emphasis in our strategic plan.</p> <p>For a description of the changes made from our 2014-2015 LCAP to the revised 2015-2016 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 from prior year LCAP:	Reading and Math Program (RAMP) / Middle School (MS) Academic Workshop students will improve grades in targeted area of instruction.	Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/> Local: Specify _____
Goal Applies to:	Schools: All Applicable Pupil Subgroups:	Low Income pupils English Learners Foster Youth Redesignated fluent English proficient

<p>Expected Annual Measurable Outcomes:</p>	<p>Students receiving academic intervention will make progress towards performing at grade level.</p>	<p>Actual Annual Measurable Outcomes:</p>	<p>Students receiving academic intervention made progress towards performing at grade level. This is evidenced through these students' grades, classwork, and performance on local assessments.</p> <p>These academic interventions are serving our students well and are allowing them to meet grade level expectations. Consequently, we have had a low number of retentions. Specifically, we had 8 retentions district-wide last school year, and we anticipate having 6-7 retentions district-wide this school year.</p>
<p>LCAP Year: 2014-15</p>			
<p>Planned Actions/Services</p>		<p>Actual Actions/Services</p>	
	<p>Budgeted Expenditures</p>		<p>Estimated Actual Annual Expenditures</p>

<p>RAMP/MS Academic Workshop will be provided and monitored in terms of student grades in target areas of support instruction.</p> <p>Year 1: 2014-15</p> <ul style="list-style-type: none"> - 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. - 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>RAMP/MS Academic Workshop \$394,261 General Fund, including Title I, Supplemental</p>	<p>RAMP/Middle School (MS) Academic Workshop was provided and monitored in terms of student grades in target areas of support instruction.</p> <p>Year 1: 2014-15</p> <p>RAMP/ MS Academic Workshop hours were increased by 2.0 FTE across LEA. RAMP and MS Academic Workshop offered reading and math intervention to K-8 students in need through pull-out and push-in support.</p> <p>At the middle school, we maintained the level of intervention support were able to offer this school year. This support included the following intervention classes:</p> <ul style="list-style-type: none"> - 6th grade Reading Intervention - 7th & 8th grade ELA Academic Workshop - 6th, 7th & 8th Grade Math Academic Workshop - 7th & 8th grade Supported CORE (ELA/Social Studies) - 6th, 7th & 8th Grade Supported Math classes <p>Fine-tuning RAMP with current researched, best practices and offering professional development to RAMP instructors was not an area of emphasis this school year, but it is a priority for next school year. Instead, our district targeted professional development related to the reading workshop model for K-8 classroom teachers.</p>	<p>RAMP/Middle School Academic Workshop \$541,106</p> <p>Funding sources: Title I, LCFF Base and Supplemental</p>
<p>Scope of service:</p> <p><input checked="" type="checkbox"/> ALL</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>LEA-wide</p>			
<p>Scope of service:</p> <p><input checked="" type="checkbox"/> ALL</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>LEA-wide</p>			

<p>A. Increase EL support: push in and pull out support in the Middle School.</p> <p>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.</p> <p>C. Fund an afterschool 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>- For Redesignated fluent English proficient students per our master plan, conduct a 2 year follow up assessment to show success.</p>	<p>\$163,171 Funding Sources: LCFF and Local</p>	<p>A. We increased EL staffing through push-in and pull-out support at the middle school. Specifically, we were able to increase our small EL groupings from one group last year to two groups this year for four class periods each week, which increased the student to teacher ratio and allowed us to target the specific language needs of students in each group.</p> <p>B. We maintained our parent communication practices and opportunities for involvement. DELAC meetings were not increased meetings to every other month, but we plan to increase the number next school year.</p> <p>C. We funded an afterschool homework program at Strawberry Point School focused on helping EL students with their homework and building their skills related Common Core State Standards. This school was selected because it has the highest proportion of EL students of all elementary schools in the district.</p> <p>D. Because of our relatively low number of EL students and the variety of languages spoken by the population, along with the lack of requests for translation services, we determined that offering translation support to parents of EL students for in-person meetings and for written communication was not an area of need for our district.</p> <p>- For Redesignated fluent English proficient students, following their reclassification, in place of a formal two-year follow up assessment, we offer ongoing monitoring of students' language proficiency and academic progress. This ensures that the needs of EL students who necessitate additional ELD support after reclassification are addressed.</p>	<p>\$163,171 Funding Sources: LCFF and Local</p>
<p>Scope of service:</p>	<p>LEA-wide</p>	<p>Scope of service:</p>	<p>LEA-wide</p>
<p>__ALL</p>		<p>__ALL</p>	

<p>OR: <input type="checkbox"/> Low Income pupils <input checked="" 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>OR: <input type="checkbox"/> Low Income pupils <input checked="" 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>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p>	<p>As part of our reorganization efforts of the 2014-2015 LCAP, we decided to embed the content of this goal, "Reading and Math Program (RAMP) / Middle School (MS) Academic Workshop students will improve grades in targeted area of instruction" into the new goal focused on interventions. Specifically, the goal became an action step about academic interventions. In addition, all of the content in the action steps related to ELD have been folded into the new plan, and any edits to the language were made after gathering input from stakeholder groups. There remain four action steps related to our ELD program, which articulate what we plan to do to enhance this program and the service we offer to our EL students.</p> <p>For a description of the changes made from our 2014-2015 LCAP to the revised 2015-2016 plan, please refer to the <i>Stakeholder Engagement for the Annual Update</i> section, which is located at the beginning of this document.</p>		

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

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 districtwide, schoolwide, countywide, or charterwide 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 schoolsite in the LCAP year, when using supplemental and concentration funds in a districtwide or schoolwide 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	\$314,956
<p>Our district's 2015 supplemental LCFF funds are projected to be \$314,956.</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> <ul style="list-style-type: none"> - Counseling - \$60,447 - Elementary Reading and Math Program (RAMP) and Middle School Academic Workshop – \$270,503 - ELD Program - \$128,090 	

- 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.

1.31	%
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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 Grade (One class)
- English Language Arts Academic Workshop - 7th & 8th Grade (One class at each grade level)
- Supported CORE (English Language Arts/Social Studies) - 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).

2015-16 LCAP review technical questions

Date: 8-26-15
District: Mill Valley School District
Contact: Paul Johnson, Superintendent

The Marin County Office of Education (MCOE) has reviewed the Mill Valley School District's Board-approved Local Control and Accountability Plan (LCAP) for 2015-16 and appreciates the amount of energy and effort the district has invested in their plan.

The MCOE LCAP team are making a recommendation to approve the District's LCAP but request some additional technical information in order to complete the LCAP review process. Please review and submit your responses and any pertinent supporting documentation via email to Terena Mares at tmares@marinschools.org as soon as feasible. We would appreciate your response by September 4, 2015 in order for us to complete our review process in time to approve your budget by September 15th.

At the conclusion of the LCAP review and approval process we will be meeting with each district individually to provide feedback on the entire review, especially as it relates to future approvals. We will be reaching out over the coming days to coordinate and schedule your meeting.

If you have questions, please feel free to contact Terena Mares at tmares@marinschools.org or 415 499-5805.

Section 2: Goals, Actions, Expenditures, and Progress Indicators: Please respond to the following question(s):

2.02	<p>Each goal should identify and describe specific expected measurable outcomes for all pupils using, at minimum, the applicable required metrics for the related state priorities.</p> <p>Although we noted the District's LCAP addressed all eight state priorities and used all required metrics, we found certain of the district's goals did not include measurable outcomes using the required state metrics for the related state priorities as indicated below:</p> <ul style="list-style-type: none">• Goal 1 – Measurable outcomes do not include the use of required metrics to address state priorities #1 and #8.• Goal 3 - Measurable outcomes do not include the use of required metrics to address state priority #1 <p>Please provide additional information describing how the district will address these missing elements.</p>
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Response:

Thank you for the feedback that you offered on our LCAP. We really appreciate the detailed work that you

and your team have done to review our plan and offer specific suggestions for improvement.

I have included the proposed edits to our plan, which should address the missing elements that you noted

in the review sheet. I have also made these edits to our LCAP, which I have attached. Please let us know if

we need to make any further adjustments to the plan.

For Goal 1, we will edit the following measurable outcome to address state priority #1:

- Through staff outreach, we will analyze and ensure that all teachers and students have access to instructional resources based on Common Core State Standards.

For Goal 1, we will add the following measurable outcome to address state priority #8:

- Teachers will offer differentiated instruction, including blended learning opportunities, within the broad

course of study offered to students, which includes language arts, math, science, social studies, visual and

performing arts, music, and physical education.

For Goal 3, we will eliminate state priority #1 as being addressed.